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ABSTRACT

Based on concepts and approaches resulting from the development of a series of Native American Career Education instructional units in a previous project, this project was designed to assist educational staff and Indian community members at four sites to initiate development of career education programs that would use available resources and address their own students' needs. Project activities included gathering information about each site and identifying individuals who would work with the project; designing, developing, and implementing a training workshop in native American career education for educational staff and community members; and evaluating the workshop and trainees' subsequent implementation of career education activities. At the end of the project, each site had a core group of people who had been trained in native American career education, and had made some decisions about the kinds of programs that would meet their needs. The degree to which implementation occurred, and the kinds of activities involved, varied widely from site to site, due primarily to organizational factors. One of the major results of the project was an increased understanding of the conditions which contribute to or inhibit the establishment of native American career education programs. Two major products of the project are the Staff/Community Training Workshop and Implementing Career Education for Native American Students: A Guide. (LRA)

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FINAL PERFORMANCE REPORT

ON

A DEMONSTRATION PROJECT IN NATIVE AMERICAN CAREER EDUCATION

Principal Investigator:

Bela H. Banathy

Project Coordinator:

Diana P. Studebaker

CE 024 650

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Key to Location of Required Information

Performance Report Outline	Final Report
Items 1-8	Abstract
Item 9. Major Activities	Section II: A -- Accomplishments of Project Activities
Item 10. Project Participants	Section II: B -- Personnel and Participants
Item 11. Evaluation	Section II: C -- Implementation and Evaluation
Item 12. Anticipated Changes	Not required in this report
Item 13. Dissemination Activities	Section III: A -- Products, and B -- Dissemination Activities
Item 14. Special Activities	Section III: C -- Conclusions
Item 15. Report Abstract	Abstract

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ABSTRACT

CAREER EDUCATION PROGRAM PROJECT PERFORMANCE REPORT

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7. PRINCIPAL INVESTIGATOR: Bela H. Banathy
PROJECT COORDINATOR: Diana P. Studebaker

8. GRANTEE ORGANIZATION: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103

This Report describes the activities and findings of the Demonstration Project in Native American Career Education conducted by Far West Laboratory during 1978-79. The project worked with four sites representative of educational settings serving Native American students. These sites were:

- The Urban Setting -- The American Indian Education Project (American Indian Center and San Francisco Unified School District);
- The Small-Town Setting -- McDermitt Combined School, McDermitt, Nevada; and
- The Boarding School Setting -- Sherman Indian High School (BIA), Riverside, California.

Basing their work on concepts and approaches resulting from the development of a series of Native American Career Education instructional units in a previous project, Far West Laboratory staff assisted educational staff and Indian community members at these four sites to initiate development of Career Education programs that would use available resources and address their own students' needs.

Project staff included both Indians and non-Indians, and was guided by an Advisory Committee of Indian Community members representing the demonstration sites.

Project activities included gathering information about each site and identifying individuals who would work with the project; designing, developing, and implementing a training workship in Native American Career Education for educational staff and community members; and evaluating the workshop and trainees' subsequent implementation of Career Education activities. At the end of the project, each site had a core group of people who had been trained in Native American Career Education, and had made some decisions about the kinds of programs that would meet their needs.

The degree to which implementation occurred, and the kinds of activities involved, varied widely from site to site, due primarily to organizational factors. One of the major results of the project was an increased understanding of the conditions which contribute to or inhibit the establishment of Native American Career Education programs.

In addition to this Final Report, the project developed two major products which will become part of the Native American Career Education program materials. These are the Staff/Community Training Workshop, and Implementing Career Education for Native American Students -- A Guide. These materials are intended to enable personnel at schools, Indian centers or other organizations serving Indian students to design an appropriate Career Education program, provide inservice training for educational staff and community members involved, and implement, maintain, and evaluate the program they have developed. These materials can also serve as models for the development of Career Education programs targeted at other ethnic groups.

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SECTION I: RATIONALE

A question which is often asked when Native American Career Education is being discussed is why any special effort to deliver Career Education to American Indian students needs to be made, and what the special Career Education needs of this population may be.

In order to consider the results of the Demonstration Project in Native American Career Education in their appropriate context, one should begin by reviewing the problems which the project was intended to address, the foundation of previous efforts on which it was based, the goals which were selected, and the nature of the demonstration sites involved.

A. The Need for Native American Career Education

In the United States, education has traditionally been considered the key to social mobility and economic success. Although American Indians are certainly not the only minority to have difficulty achieving educational and ecnonomic equality, this group has certainly been seeking it longer than any other, and has consistently sought help in mastering modern technology without necessarily wishing to sacrifice its cultural integrity.

As more and more Indian students enter college, and as natural resources are developed on Indian land, a foundation for economic and political self-determination is being established. Yet Native American economic and educational levels still lag behind the national average.

In recent years, many Indian tribes and communities have become aware of the potential of Career Education to prepare their children to take advantage of the economic opportunities that now exist. The problem is to find approaches to Career Education which will enable young Indians to search for jobs realisti-

cally and to become and stay employed without losing their identity as members of the Indian community.

Indian leader Vine DeLoria comments on the situation as follows:

> Education is looked upon as a sure key to employment in lucrative fields. Presently it is that key ... But employment opportunities are gradually shrinking as the concerns of society change from social problems to vast economic ventures. Already some jobs are far beyond the vast majority of Indian people because they involve not only education, but informal political or family alliances ... By the same token, notice must be taken of the series of jobs which are specifically designed for Indians ... Many of these are in government, and many more are going to be opening up in tribal programs and developments on or near reservations. Education must now be interpreted in a total community sense, and a sense of community responsibility must be developed in educational programs.*

It is thus apparent that a need exists for Career Education programs that will qualify Native American young people for available jobs, help them to take full advantage of specifically Indian economic opportunities, and enable them to integrate their identities as workers and as members of the Indian community.

The difficulties involved in meeting this need are characteristic of the problems of Indian Education. Even today, the professional staffs of most schools serving Indian students are largely non-Indian (in schools operated by the Bureau of Indian Affairs as well as in State public schools). Courses in Indian culture are not part of teacher preparation, and even when schools are willing to work with the Indian community, neither group has experience in establishing the communication and trust which will make constructive cooperation possible.

B. Native American Career Education at Far West Laboratory

In 1974, Far West Laboratory began developing a series of Career Education curriculum units for Native American students at the Junior High School level.

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* Vine DeLoria, Jr. "The Indian Student amid American Inconsistencies," in, The Schooling of Native America, Washington D.C.: American Association of Colleges for Teacher Education, 1978, pp. 20-22.

This work was based on a State of the Art Study which indicated that few Career Education programs had been developed for Indian students, and no Career Education curricula existed for this group at this educational level.

Findings of this project included the following:

- although Native Americans are commonly considered as a single ethnic group, in fact the different cultural areas and tribes are as different from each other as groups from different countries in Europe, and therefore, any curriculum intended for them must be adaptable;
- teacher training is needed to prepare the teachers to use the approaches inherent in the units to develop Career Education activities specific to their cultural and geographical settings;
- the existence of a set of materials used by individual teachers is not sufficient to inspire a coordinated Career Education program;
- both school staffs and Indian community members lack skills in working together to develop programs for Indian students.

Far West laboratory therefore determined to seek funding for a project that could explore ways of dealing with these problems.

C. Project Goals

In response to the 1978 Program Announcement of the Office of Career Education, Far West Laboratory proposed a project that would assist four demonstration sites to:

- implement selected Native American Career Education units as part of their curricula;
- design long-range plans for developing a comprehensive Career Education program;
- develop core groups of school personnel trained in Native American Career Education techniques and methods, and a functioning advisory committee of Indian parents and community members; and
- establish a closer working relationship between the schools and local Indian communities.

Additional goals for this project included the development of training materials and an Implementation Guide which would not only assist the demonstration sites, but could be used by other schools and communities after the project concluded; and dissemination of the project's products and results.

D. The Demonstration Sites

Before the project began, four educational settings, representative of those in which Native American students are served, were selected for participation. A knowledge of the geographic, economic, socio-cultural, and organizational characteristics of these sites is essential to an understanding of what took place during the project. The information in these summaries is derived from site surveys, interviews, reports, and newsletters collected from the site.

1. The Urban Setting -- San Francisco, California

Largely due to the efforts of the Bureau of Indian Affairs to relocate Indian Families from the reservations to cities during the 1950's, America's urban areas have acquired large Indian populations. In fact, California now has the largest Indian population of any state. San Francisco is the home of one of the State's larger Indian communities, whose social focus is the American Indian Center in the city's Mission District.

Over five hundred Indian children attend San Francisco's public schools, but because of population dispersion and bussing, they are scattered throughout the district, and consequently districts tend to lose sight of both the children's existence and needs.

For the past three years, the San Francisco Unified School District (through its Office of School Improvement) has cooperated with the American Indian Center in conducting the American Indian Education Project which is funded by Title IV, Part A, from the Office of Indian Education (DHEW). This project provides Native American cultural consultants and resources for schools and other programs, works to identify Indian students, and maintains a tutorial program.

The situation in San Francisco is typical of many urban Indian communities. Unemployment is high and income is low. The culture shock to a reservation Indian emigrating to the city is as great as if he/she had come from another

country. Misuse of alcohol and drugs is common among the young people, and the school drop-out rate is high. In the city, the Indian student encounters both the negative stereotyping of Indians implicit in many educational materials, and a massive challenge to his or her cultural identity resulting from being continually mistaken for a member of some other ethnic group.

In San Francisco, the district has had to deal with a succession of organizational and financial problems. The level of activity of the Indian Center also varies, depending on available staff and community support. Although all the resources for a successful Career Education program in the area exist, acquiring, coordinating and focusing them presents a major challenge.

2. The Small-Town Setting -- Northern California

A second environment with a significant and often ignored Indian population, both in California and in other states, is the small town within a rural area. Humboldt, Del Norte, and Siskiyou counties, in the northwestern corner of California, are typical of this kind of setting.

This Tri-County area includes a number of tiny to medium-sized towns surrounded by forests, ranches, and farms. The region is currently experiencing an economic recession, and employment opportunities are limited both in number and variety.

Native Americans form the largest minority in the area, and the attitude of the surrounding population tends to be negative. Economically as well as socially, Indians are at the low end of the scale.

The Native American population of the area is concentrated in several small reservations and communities near towns as well as in the towns themselves. Most of the Indian children attend public schools, where they consistently have a higher drop-out rate and lower academic and social scores than other students.

A number of Indian centers and tribal and community centers in the Tri-County area have organized the Tri-County Indian Development Council, Inc. (TCIDC), a Native American service agency which conducts a number of projects and programs, including CETA (Department of Labor), Title IV (Office of Indian Education) and Johnson O'Malley programs. The Native American Career Education project worked primarily with the TCIDC office of Yreka, Siskiyou County, which is a small town near the Oregon border whose Indian population comes mainly from Karuk and Shasta tribes.

The Tri-County Indian Development Council was funded to conduct Career Education activities in its area during the 1978-79 school year, but although it has the support of the Indian communities, it was just beginning to develop a working relationship with local school systems at that time.

The lack of existing structures for school/community cooperation presented one of the chief barriers to the development of Career Education programs. Additional problems included regional economic constraints and the distances between populations and resources.

3. The Isolated Rural Setting -- McDermitt, Nevada

The Paiute reservation and associated town at McDermitt, Nevada come the closest to the popular picture of the typical Indian environment of any of the sites involved in the project. McDermitt, which consists of the school and a few bars, motels and gas stations, is over an hour's drive from the nearest town, and four hours from the nearest city. What lies between them is a barren country which supports a little farming, assorted mining operations, and scattered herds of cattle.

The reservation community subsists on some ranching and a variety of government allotments. Although Indian children attend school with the chil-

dren of non-Indian ranchers and farmers in the area, the two communities have little social contact. Lack of local employment opportunities and cultural pressures combine to discourage the Native American students from seeking further training after high school, and adolescent alcoholism and suicide are significant problems.

The McDermitt Combined School serves approximately 250 students in grades K-12, of whom about 60% are Native American. Only one member of the professional staff is Indian, although there are a number of Indian aides and support staff. The Tribal Indian Education Committee participates to some extent in planning and dealing with student problems.

In this setting, the chief problems affecting Career Education program development are the separation between Indian and non-Indian communities, and the lack of ecomonic opportunities towards which to target a program.

4. The Boarding School Setting -- the Bureau of Indian Affairs Schools

The greatest number of Indian boarding schools are operated by the Bureau of Indian Affairs (BIA). The BIA school system is, nationally, equal to that of many states in size. Its equivalent for school districts are the Area Offices. In the far west, the Phoenix Area Office administers the largest number of boarding schools, and it suggested Sherman Indian High School in Riverside, California for participation in the project.

Sherman serves some seven hundred students, all Indian, drawn chiefly from the southwest. Most students come to Sherman from reservations so rural that they cannot attend public schools, or because they are not happy with whatever schools are locally available.

This school is considered to be a model facility, and is well-supplied with equipment and materials. In addition, it is located in a large town with many employment opportunities, and participates in several local work-experience programs.

Sherman employs Indian aides, but has no Indian teachers, and no regular contact with Indian people in the immediate area. The Indian community is represented by the Phoenix Area School Board, which meets four times a year at different schools operated by the Area Office.

This setting has access to an ideal mix of resources for a Career Education program. Problems lie in the area of community participation and relevance to student's home environments.

A map showing the location of the demonstration sites appears on the next page. Each of these settings possesses certain resources and constraints, some of which are shared, and some of which are unique to the setting. The challenge facing the demonstration project was to find ways of helping all of them begin development of culturally and socio-economially appropriate Native American Career Education programs.

SECTION II: THE PROJECT

The Demonstration Project in Native American Career Education was designed to address the goals described in Part C of Section I. This project began in June of 1978 and continued through the end of August, 1979.

This section will describe the implementation and evaluation of the project's activities in three parts: a discussion of the project's major activities; an analysis of the personnel and participants who are involved; and a history of the project's implementation and evaluation at each site. The results and conclusions to be drawn from our experiences are reported in Section III.

A. Accomplishment of Project Activities (Process Objectives)

Project Activities will be discussed by task areas (as defined in the original proposal). Accomplishment of these tasks constituted the project's process objectives.

Task Area 1. Management and Reporting

1.1 Initiate Project

The project's first task was to recruit applicants and select the project's Career Education Development Intern. This was done by preparing a job description and cover letter which were sent to nineteen Indian Centers, Native American Studies departments, or Indian educators, primarily in California. This recruiting effort resulted in a half dozen eligible applicants. After interviews and consideration of resumes, Diana L. Celestine was chosen for the position and began work in September, 1978. At the same time, the Project Coordinator worked on initiating or following up on contacts with personnel at each of the demonstration sites.

1.2 Form Career Education Program Development Teams.

Because both school staffs and community groups were inactive during the summer, when the project began, it was not until the fall semester that the project was able to make any progress in recruiting people from the sites. At this time it became clear that none of the sites had working groups of school and community people who could function as program development teams. Project staff therefore concentrated on identifying primary staff liaison people at the schools, and recruiting community representatives to serve on the project's Advisory Committee. The completion of even this activity was delayed by local organizational problems, and the Advisory Committee was not completely constituted until the end of the year. These difficulties are described in detail in the discussion of activities at each site in Part C of this Section. Members of the committee are listed in Part B.

1.3 Monitor Project Progress.

During the project, the staff maintained communication with the demonstration sites by letters and phone calls. In addition, each site was visited at least two times.

1.4 Report to Funding Agency

An interim report was submitted to the Office of Career Education in February of 1979. The document you are now reading constitutes the project's Final Report. In addition, the Project Coordinator reported on the project at the Conference held by the Office of Career Education in October, 1978 in Washington, D.C., and the project was visited in May of 1979 by Ms. Esther Roney and Dr. Joseph Scherer of the Office of Career Education, and in August by Ms. Nancy Keenan and Ms. Maria Marrero.

Task Area 2. Analysis and Design

2.1-2.3 Identify Needs.

Before implementation planning or design of the training materials could be addressed, it was necessary to collect information on as many aspects of the demonstration sites as possible. This information included data on Career Education needs, available resources, and staff/community characteristics and needs at each site. This was accomplished by discussion and interviews with site personnel, observation during the initial site visits, and use of a survey form (these survey forms are included in this Report as part of Appendix A). The resulting information was used to develop an outline for the training workship which was then submitted to members of the Advisory Committee and school liaison personnel for comment and suggestions.

2.4 Plan for Implementation.

Planning for conducting the training workshops took place via meetings and other contacts with site personnel during the fall of 1978. Planning for implementation of Career Education activities resulted from the training workshop, and took place at the workshops and after. Discussion of options for long-range program development took place primarily at the Regional Meetings held in May and June of 1979.

2.5 Specify New Content

Information collected during the course of the spring semester, at the Regional Meetings, at meetings with members of the project Advisory Committee and by analysis of evalution data provided input for specific revision of the training workshop, and for two of the instructional units, as well as suggesting content to be covered in the Implementation Guide. Content for the Guide was also derived from a review of the literature of educational innovation.

Task Area 3. Development/Implementation

3.1 Train Personnel at Demonstration Sites.

A prototype version of the training workshop was developed during the winter of 1978-79. Project staff were also involved in working with site personnel to recruit trainees and to set up the workshops. Recruiting activities included appearing at school staff and parent advisory committee meetings to talk about the project, sending letters introducing the project and inviting teachers to the workshop, and asking liaison personnel at the sites to talk to specific individuals who could be particularly valuable to the program. Arrangements were made with San Jose State University in California (via their Extension program) to offer graduate credit to those who completed the workshop and reported on their implementaition activities.

Training workshops were conducted at each of the four demonstration sites during February and March of 1979, involving a total of fifty-six people.

Informational pamphlets describing Native American Career Education in general and this project in particular were developed and sent to the sites for distribution to parents and community members.

3.2 Implement Native American Career Education Units.

Sets of the twelve Career Awareness, Orientation, and Exploration units were provided for each site during the fall of 1978.* The units were introduced at the training workshops, and teachers were encouraged to use or adapt them. Because the project wished to help the sites develop programs tailored to their individual resources and needs, use

* These units are described in the program flier in Appendix D.

of the Native American Career Education approach was stressed above use of specific units. As a result, parts of several units were used at various sites, and one teacher adapted a unit to the elementary level, rather than using entire units as written. The rest of the teachers involved made adaptations and developed their own activities.

3.3 Develop an Implementation Guide.

Information and ideas for the Implementation Guide were collected throughout the project, culminating in discussions at the Regional Meetings held in the late spring of 1979. In addition, project staff reviewed materials on organizational change and educational innovation, and discussed these questions with educators familiar with the problems of program development. These activities resulted in the development of Implementing Career Education for Native American Students -- A Guide, in prototype form.

Task Area 4. Evaluation

4.1-4.2 Develop Evaluation Criteria and Instruments.

A variety of evaluation instruments were designed and developed during this project. These are discussed in detail in Part C. of this Section, and most of them appear with data summaries in the Appendices.

4.3 Collect Information on Implementation.

Evaluation instruments were sent to personnel at the demonstration sites for administration. The amount of data actually collected varies from site to site, depending on the commitment of the people involved and environmental factors which will be discussed in Part C.

4.4 Try Out Workshop Materials.

As indicated in the discussion of Task 3.1, the prototype workshop was tried out at the four demonstration sites. Participants completed

background questionnaires, a content checklist which served as a pre-test, and workshop evaluation questionnaire afterwards. Data summaires for these instruments are included in Appendix B.

4.5 Submit Training Materials and Implementation Guide for Review.

The results of the workshop try out were used to specify revisions in the Coordinator's Manual and the Participant's Handbook. After revision, these materials were submitted to reviewers along with the prototype Implementation Guide. Reviewers were provided with a checklist and comment forms, which appear in Appendix B.

4.6 Convene Meeting of Site Representatives.

A meeting of the Project's Advisory Committee, which consisted of representatives from each site, was held in San Francisco in March of 1979. At this meeting, the committee reviwed the training workshop, suggested revisions in the Student Questionnaire, and requested that a Community Questionnaire be developed. The group also discussed implementation and school/community problems. Further interaction between project staff and committee members was accomplished on an individual basis via correspondence and meetings during site visits. All products were sent to committee for review.

4.7-4.8 Analyze Information and Recommend Revisions.

Evaluation information was analyzed by project staff as received during the project. Major periods for such activity were in the spring following the training workshops, in the summer after the ending of the school year, and at the end of the summer when project products were reviewed.

4.9 Evaluation Dissemination.

Assessment of the dissemination activities will not be possible until the subsequent year, as letters about the program and orders for its

products are received.

Task Area 5. Dissemination

5.1-5.2 Plan and Implement Dissemination Events.

The major dissemination activities conducted during the project were the Regional Disseminiation meetings for each site. These meetings were held in San Francisco, Eureka, California, and Winnemucca, Nevada, in May. The project Coordinator reported on the project at the the June meeting of the Phoenix Area School Board (Bureau of Indian Affairs) in Phoenix, Arizona. In addition, staff discussed the project at conferences sponsored by the Office of Career Education, and the Coordinator was a speaker on the Career Education panel at the Office of Indian Education's conference in December.

5.3 Disseminate Project Information.

Articles on the project appeared in The Rural Connection, a newsletter for rural and small schools, and the PEP newsletter sponsored by the Office of Career Education. In addition, articles are being submitted to a number of Indian Education newsletters, which will be listed in Part B of Section III of this Report.

B. Project Personnel and Participants

Individuals involved in the Native American Career Education Demonstration Project fall into four categories: project staff (and consultants); the Project Advisory Committee; educational staff and members of the Indian community at the domonstration sites; and students. Numbers of students and teachers involved are tallied on the Participant Summary Sheet on p. 20.

1. Project Staff

Staff members who worked on the project at Far West Laboratory included the following:

- Bela H. Banathy -- Principal Investigator
- Diana P. Studebaker -- Project Coordinator
- Diana L. Celestine -- (Alabama-Coushatta tribe) -- Career Education Intern
- Ruth Burshia (Laguna-Navajo tribe) -- CETA Intern
- Joaquin Armendariz -- Evaluator

In addition, the project drew on the expertise of Jacqueline Haveman and of Steven Mills and Cathy Aaron of the Environmental Education Delivery System project.

The following people served as project consultatnts, particularly in reviewing materials:

- Carolyn Raymond, Assistant Superintendent, Apache Junction School District, Arizona.
- Mary Alonzo (Pueblo) -- Coordinator, Career Development Program, All-Indian Pueblo Council, Albuquerque, N.M.
- Joy Hanley (Navajo) -- Executive Director, Affiliated Indian Center, Phoenix, Arizona.
- Phyllis Norton (Hopi) -- Career Coordinator, Hopi Health Professions Development Program, Oraibi, Arizona.

2. The Project Advisory Committee

The project's Advisory Commitee consisted of a member representing each demonstration site and a chairperson. These were:

- Dr. Louise Miller (Yurok) -- Education Specialist, Sacramento Area Office, Bureau of Indian Affairs, Sacramento, California.
- Robert Grant (Karuk) -- Cultural Specialist, Yreka Indian Center, Yreka, California.
- Harold Abel (Paiute) -- Counselor Aide, McDermitt Combined School, McDermitt, Nevada.
- Peter Soto (Cocopa) -- Deputy Assistant Area Director, Education, Phoenix Area Office, Bureau of Indian Affairs, Phoenix, Arizona.
- Israel Alcantar (Papago) -- Employment Specialist, American Indian CETA Program, San Francisco, California.

3. Educational Staff and Indian Community Members at the Demonstration Sites

The most crucial participants in the project were the people at the demonstration sites who were responsible for using materials and training provided by the project staff. The literature on innovation makes it very clear that educational change depends not only on the availability of new practices and curricula, but on the openness of educational personnel to new ideas, and their willingness to spend extra time and effort to give the innovation a fair try.

The degree to which this occurred in the Demonstration project varied among the sites, and will be discussed in detail in Part C.; however, it is appropriate to mention the people who acted as liaisons between the sites and the project here.

In addition to the community representatives who served on the Advisory Committee, the following people had major responsibilities:

- Jim Swinney (Chickasaw) -- Field Coordinator, American Indian Educational Project, Title IV, Part A, San Francisco Unified School District, San Francisco, California.
- Mark Mellon (Hupa) -- Coordinator, Indian Career Education Program, Tri-County Indian Development Council, Inc., Eureka, California.
- Felice Pace, -- Career Counselor, Indian Career Education Program, Tri-County Indian Development Council, Inc., Yreka, California.
- Peggy L. Bowen -- Eighth Grade Teacher, McDermitt Combined School, McDermitt, Nevada.
- Leon Franklin -- Career Education Specialist, Humboldt County School District, Winnemucca, Nevada.
- Joy Martin -- Academic Vice-Principal, Sherman Indian School, Riverside, California.

Besides these people, a number of teachers, staff members at Indian centers, and other community members were involved to varying degrees, ranging from preparing detailed reports on the Career Education they had developed to their classes, to implementation of some activities, to simple participation in the

workshops and planning for implementaion in the future.

Additional educators and community people participated in the Regional Dissemination Meetings described in Section III of this Report.

4. Students

The majority of the students involved in this project were Native American secondary students; however, some students who were younger or not Indian were also included. Although this project was intended to primarily address the needs of Native Amricans, the fact that most schools serving Indians also have at least a few non-Indian students means that a viable program must be able to include them as well.

5. The Participant Summary Sheet

The goals of this project involved a three-fold attempt to implement Career Education activities for students, train staff and community members (and develop appropriate materials), and provide technical assistance in Career Education program development. Thus, various individuals and populations participated in the project in different ways and at different times.

The students counted on the form are those in classes or counseling groups whose instructors participated in the workshop and implemented some career education activities. These figures were provided by personnel at the demonstration sites.

The educational personnel, parents, and Indian Center staff members who are counted participated in all or parts of the training workshop and now form a pool of people with some background in Career Education program development at each site.

The demonstration sites completed no systematic testing which would have enabled us to ascertain the number of handicapped or gifted and talented children involved. The figures for low-income students are derived by applying the

National percentage of Native Americans who are estimated* to be "low-income" families (70%) to the total.

* Michael Fuchs, "Socio-Demographic Characteristics of an Urbanized Native American population in the San Francisco Area", unpublished manuscript, 1977.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE Participants include those *DIRECTLY* served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	HANDI-CAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)	66			29		95			66	41	54
MIDDLE/JUNIOR HIGH (7-9)	54			37		91			63	35	56
SENIOR HIGH (10-12)	125			7		132			92	59	73
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	245			73		318			281	135	183
EDUCATIONAL PERSONNEL											
TEACHERS	1		2	30	1	34				8	26
COUNSELORS	2			3		5				4	1
ADMINISTRATORS	2			2		4				2	2
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY											
PARENTS	8					8					
OTHER (specify)											
Indian Center Staff	8					8					
TOTAL	266		2	168	1	377					

OE FORM 447, 2/76

C. Project Implementation and Evaluation

In this section, we will report on the findings of the evaluation of the project's change and learning outcome objectives at each site. We will describe the extent to which these objectives were or were not achieved, and discuss the factors which contributed to or hindered success. This will be followed by an analysis of the evaluation of the materials developed by the project (product objectives).

The change objectives for each site which were presented in the proposal included the following:

- Infusion -- the site will have infused Native American Career Education units into its school curriculum;
- Planning -- the site will have designed a long-range Career Education program appropriate to the local geographical/economic setting, ethnic mix, and expressed needs of the local Indian community;
- Training -- the site will have a core group of school personnel who are able to apply methods and techniques of Native American Career Education and share them with others;
- Community Participation -- the site will have an advisory committee of Indian parents and other community members who understand and contribute to the program;
- Linkage -- the site will have established a working relationship between the school, local Indian community, and members of the surrounding business community.

The learning outcome objectives for students at each site proposed that as a result of using the NACE materials students would have:

- Career Concepts -- familiarity with training required, working conditions, and rationale for one or more career or career areas, depending on the unit used;
- Career Skills -- understanding of and skills in working with others, information gathering, or organizing activities, depending on the unit used;
- Cultural Concepts -- improved knowledge of historical and contemporary Indian culture, and its relationship to careers;

- Communication Skills -- improved communication skills;
- Self-Concept -- improved self-concept and belief in their own ability to successfully prepare for and begin a career.

The product objectives which were to be addressed by project staff included the development of:

- Revised Units -- revised forms of individual Native American Career Education units used in the demonstration;
- Training Materials -- workshop materials for use in staff training;
- Orientation Materials -- for use in preparing parents and community members to participate in the program;
- An Implementation Guide -- which schools can use to coordinate use of the instructional materials and develop their own Career Education programs;
- Descriptive Brochure -- to inform other schools about the program; and
- A Final Report -- describing project activities and outcomes.

In Section I of this Report we described the four sites which agreed to participate in the Native American Career Education Project: San Francisco's American Indian Education Project; the Tri-County Indian Development Council's Indian Career Education Project; McDermitt Combined School; and Sherman Indian High School. The following evaluation of the achievement of change objectives and learner outcomes for each site should be considered in the context of that discussion of the characteristics of each setting. A summary chart for the change objectives appears on p. 23.

The urban setting -- San Francisco, California

1. Change Objectives

a. Infusion. The major problem in implementing a Career Education program specifically for Native American students in San Francisco, as in many urban areas, is collecting enough students together in one place so that one may feasibly address their needs.

Change OBJECTIVES Summary

	San Francisco	Northern California	McDermitt	Sherman (BIA)
1. infusion of NACE units	3 units partially used in tutoring program	activities from 3 units used in 1 class, concepts used in counseling situations	adaptation of 1 unit and original CE units implemented in 8 classes, covering grades 4-12	Some CE content infused at minimal level
2. long-range NACE program development plan	planning is year to year due to funding. 79-80 year plan incorporates units	site lost major funding for next year but will continue to pursue opportunities to implement CE in various forms	teacher-developed units and resource materials made into NACE file. Interested teachers and counselers will work with district CE specialist to develop program	no plans made beyond existing activities
3. core group of trained staff	Title IV staff and some district teachers	Tri-County staff (from Eureka and Yreka offices) and some teachers trained	majority of faculty trained, plus some support personnel	13 teachers trained, no administrators
4. NACE advisory committee	Title IV Parent Committee is oriented and will double as NACE advisors	Members of Parent Advisory Committee at Yreka trained and interested in continued participation	Indian counselor serves as liaison with Indian Ed. Committee for CE program	Area School Board oriented, but has little contact with school
5. working relationship between school, Indian community business	did not prove possible to involve schools, much less business	some links with business via CETA, but coordination is spotty. some progress in in interaction with local students	some improvement in school community interaction. some interaction between school and what business exists in area.	school already had good work-experience program

The project's original intention was to work with those San Francisco Schools with the largest numbers of Native American students (10-12 each in three Middle Schools and 33 in one high school) to implement Career Education activities either separately or in regular (multi-cultural) classrooms. This involved negotiating an implementation approach for each school.

During the summer of 1978 the district underwent a major reorganization, and as a result only one of the principals who had been contacted the previous spring was still in place. The Office of School Improvement also wished to be involved as well. The Title IV staff held a series of meetings with district and building level personnel, exploring possibilities for implementation. Several teachers were interested in implementing the units; however, in the spring, the district announced that it would have to lay off 1,200 of the city's teachers, and the resulting hearings distracted even those teachers who had been interested from actually getting involved.

Project and Title IV Staff therefore concluded that the only setting in which Indian students could be effectively reached was the Title IV project's remedial weekend tutoring program. Students are recommended to this program by their schools, but attend voluntarily. The project's field coordinator reported that during the spring semester the tutoring program worked with an average of 20 students ranging from grades 7-12.

Tutoring staff who had attended the training workshop implemented activities from the units "Living with the Land," "Putting Your Money to Work," and "The Community" as a means of motivating students to improve their science, math and communication skills. This approach therefore in-

volved the infusion of basic skills with Career Education, rather than the infusion of Career Education into subject classes. An outline of these activities appears below.

I. Preparation

a. Prepare students by drawing discussion questions from tests in units The Community, Putting Your Money to Work, and Living with the Land.

b. Planning

Introduce by referring to discussion of Basic Needs in The Community, identify what people need to live, what will be needed on the trip, how people used to meet those needs, how students' families meet them now and how they will be met on the trip. What careers are involved in meeting those basic needs?

Use Putting Your Money to Work as source of activities to give students practice in budgeting. Do calculations of what supplies will be needed for the trip and how much they will cost. Do comparison shopping and purchase supplies.

Plan observation goals for trip--what can students expect to learn and how? Possibilities include natural cycles, man's effects on nature, relationship of different uses of resources and energy to environment.

II. Implementation

a. While traveling, discuss training, job conditions, etc. for jobs encountered.

b. At campsite, compare traditional Indian, urban, and campers' ways of meeting needs, disposing of wastes, etc. Draw or photograph subjects for environmental study, make field notes, etc. with stated goal of reporting them later.

III. Follow-up

a. Prepare presentation on camping trip for parents and community members at next PAC meeting. Illustrate with drawings.

b. Have debriefing discussion in which same topics are covered as at pre-discussion.

b. Planning. The American Indian Education Project has been running on Title IV funding on a year-to-year basis, which makes long-range planning difficult. This year's proposal included Career Education as a goal, and the project intends to develop the approach to implementation to which began during the spring of 1979. Both the Community and the Title IV staff are enthusiastic and committed to developing a Career Education Program.

Coordination with the Indian Center's CETA program also offers opportunity for development.

c. Training. In order to recruit teachers for the training workshop, letters of invitation were sent to teachers at Mission High School, and Horace Mann and Potrero Hill Middle Schools. This letter described the workshop and indicated that college credit would be available. The staff of the American Indican Education Project and staff members from other projects at the American Indian Center were also invited.

The workshop was held at Far West Laboratory in San Francisco on February 13-14. It was attended by two Indian parents; two employment counselors at the Indian Center, one of whom was also the Parent Committees' representative to the project advisory committee; the director of the Indian Center's Adult Education Program; the Field Coordinator and one tutor from the Title IV Project; and four Middle School teachers. This group included six Indians and four non-Indians.

Workshop participants completed a preliminary attitudinal questionnaire, and a knowledge checklist, at the beginning of the workshop and an evaluation questionnaire afterwards. Summaries of the responses appear with the copies of the instruments themselves in Appendix B.

As indicated in the discussion of infusion, the public school teachers who attended the workshop were not able to do any implementation. However, the staff members from the Title IV project, with the help of the employment counselor who was on the advisory committee, were eventually able to use parts of the units with their students. The NACE project coordinator met with this group later in the spring to help them plan an adaptation of elements of the units that would meet their needs.

All three of the staff members who were actively involved in this project will be with the Indian Center during the 1979-80 school year, as well as most of the others who attended the workshop. The Field Coordinator has indicated a willingness to conduct the training workshop for new staff members in the future.

d. Community Participation. Because of the limited number of Indian parents available to do committee work, the San Francisco Indian community decided that the parent committee already established for the Title IV project would advise on Career Education as well. NACE Project staff attended several of these parent committee meetings and spoke about the project. Copies of the orientation brochure were also distributed. After implementation began, student enthusiasm was reported to parents and the advisory committee, and contributed to the decision to pursue Career Education next year.

e. Linkage. The American Indian Education Project is the primary channel for contact between the public school system and the Indian community. In their responses to questionnaires, community members reported that Indian parents had little direct contact with teachers, and were not enthusiastic about the ability of the schools to meet their childrens' needs.

If the Title IV project is considered to be the educational setting, however, school/community linkage has already been achieved since the project takes place in a community context (The Indian Center) under community control, and the staff are also Native Americans. Through employment development programs run by the Indian center and other Indian organizations, the project has a potential means of access to business and industry.

2. Learning Outcome Objectives

The unforeseen or unexpected organizational problems which delayed implementation also prevented any formal evaluation of student learning outcomes. Because only parts of the units were used, the written pre/posttest was not appropriate. Title IV staff discussed activities with the students, and reported in interviews that they were well received; however, the major result of the activities seems to have been the creation of a positive attitude towards career education which is likely to be more significant next year than it was during this project.

In summary, it should be stated that although organizational constraints prevented significant implementation of Career Education activities, the essential work of identifying potential program resources and training key personnel was accomplished, and the San Francisco Indian Community is now equipped to develop an effective program.

The small town setting -- Northern California

1. Change Objectives

a. Infusion. In Northern California, the NACE project worked primarily with personnel at the Tri-County Indian Development Counsel (TCIDC) office at the Indian Center in Yreka, with support from the main office in Eureka, California. Although Native Americans are a larger and more visible minority in Siskiyou County than in San Francisco, this project also had to deal with the problem of gaining access to students.

At the time Far West Laboratory began working with this site, the Indian community had been trying for some years to persuade the local schools to let them conduct programs for Native American students in the schools, without much success.

The TCIDC Career Education project set out to develop a Career Education program in Fort Jones, Happy Camp, Etna, and Yreka High Schools. Staff

members met with principals and faculties during the fall, and it was decided that as a beginning the most feasible approach to Career Education for the Native American students would be individual counselling and workshops, with teacher participation on a voluntary basis. The school administrators wished the project to prove its usefulness before developing further. Another problem was the fact that many older Native American students had learned to hide their ethnic background (as opposed to 7th graders who were quite open about it), making it difficult to identify and address them. The project became operational at Fort Jones and Happy Camp High Schools in October, at Etna in December, and in Yreka High School in May, and served a total of 73 students (including non-Indians).

In addition to individual counselling, the project presented several short workshops in the four schools. An average of 26.3 students attended each one. The workshops were:

- Careers in the U. S. Forest Service;
- How to get a Summer Job;
- Presentations on Karuk Indian culture; and
- Minority Programs at the California State Universities at Eureka and Chico.

The Career Education staff members from both Eureka and Yreka involved in this program attended the NACE workshop (see Training) and reported that they found the concepts they had learned very useful and were able to integrate them into their work.

In addition, the coordinator of the Johnson O'Malley Project at Yreka High School reported that she used elements from several of the units with the 16 students with whom she was working.

Of the three classroom teachers who attended the workshop, one was a primary teacher who found the most usefulness in the information on Native

American teaching methods. The Homemaking teacher at Etna Union High addressed the following areas:

Value Clarification - ideas from the units Putting It All Together (activities 3-6) and Planning (activities 2-3).

Career Clusters - Activity 1 from Putting It All Together and information from the NACE Curriculum Guide.

Assessing One's Skills and Abilities - ideas from the book, What Color is Your Parachute?

This teacher also asked for copies of the other units.

The Career Education teacher from Yreka High School also attended the workshop, and sets of the units were made available to the Happy Camp Johnson O'Malley Program and the Career Education office at the county schools.

b. Planning. On the basis of the generally successful operation of the Career Education project during the 1978-79 school year, all four schools were interested in further development of the program in the future. Among the recommedations of the coordinator of the project in Yreka was the following:

> Career counseling during High School can be more effective if Career Awareness Training is conducted during the Junior High School years. To this end, a major effort to integrate Career Awareness into the Junior High School curriculum should be undertaken.*

He reported that they were exploring ways of getting the NACE units into classrooms or arranging for special classes. The Yreka Center also

*Felice Pace, "Indian Career Education Program Final Year-End Report 1978-79".

wrote a proposal for a Shadowing Program* under the California State Career Education Incentive Program.

The coordinator of the project in Eureka wrote provisions for conducting Native American Career Education classes using the units in schools in Humboldt county into the TCIDC Title IV proposal for next year. The manager of the Tri-County Indian Development Council reported that his agency plans to develop a program which includes the NACE units, teacher-developed activities, counseling, Career Education classes, a work experience program, and adult education in Job Search Skills through Title IV, Johnson O'Malley, and CETA funding.

c. Training. Participants for the training workshop were recruited by TCIDC with the help of a letter of invitation from Far West Laboratory. The workshop was held at the Yreka Indian Center on February 1-2 for a total of 18 participants.

These included three classroom teachers (High School Social Studies, Homemaking, and Elementary); three TCIDC career counselors from the Eureka area and one from Yreka (including the project coordinators); six staff members from other projects at the Indian Center, including two employment specialists, the recreation director (who was also the community's parent representative to the project), two cultural consultants, the coordinator of the Rural Alcoholism Program; the Director of the Johnson O'Malley Program; and three Indian parents who were members of the Centers Parent Advisory Committee. This group included thirteen Native Americans and five non-Indians. Summaries of participant responses to the evaluation instruments appear in Appendix B.

*Students accompany adults to their jobs, observe them for all or part of a working day, and report on what they have learned.

d. Community Participation. The involvement of the Indian community at Yreka in the project was the most extensive and effective of any of the sites. Not only were a majority of the workshop participants Native Americans, but most of these were Karuks from the immediate area. This means that a significant group of community members are familiar with the content and techniques of Native American Career Education, and future program development will take place within a community context.

e. Linkage. The relationships between the Indian community (as represented by the Yreka Indian Center and TCIDC) and the local schools has improved considerably over the past year. The participation of local teachers in the training workshop was seen as a significant step in this direction.

Access to the business community in the region is still primarily through TCIDC's CETA program, although the project was able to involve some local people (particularly, Forest Service) in their mini-workshops. Establishment of dependable relationships with both these groups will take time; however, the Karuk Tribe (which became federally recognized this year) is now very active in political and economic self-development.

2. Learner Outcome Objectives

TCIDC staff were very unwilling to administer tests on evaluation instruments which they felt would "turn-off" students ...om they were trying to recruit into the program. Therefore, we have no information on the accomplishment of this objective. They did, however, prepare counselee evaluations on the basis of student interviews, a summary of which appears on the next page.

Summary - Ft. Jones, Etna, Happy Camp High Schools
# of respondents - 31 out of 49 clients
(Yreka clients not included ude to short operating time of program year.)

Grade:_____

School:_____

I.C.E. PROGRAM - COUNSELEE EVALUATION

1. Do you think the counselling you received in the I.C.E. Program was helpful?

13 Very helpful 18 Somewhat helpful 0 Not very helpful 0 Definitely not helpful

2. The two best things about the counselling I received was...

22 Learning about different jobs

8 Taking the Self Directed Search (SDS)

14 Rapping about the future

2 Finding out about college

2 Talking about personal problems

2 Finding out about vocational education

5 Other having someone I can talk to /finding out what I'm good at/getting info on my fields of interest/ getting out of class

3. Did you attend any workshops sponsored by I.C.E.?

9 Yes 20 No

Can you name the workshops you have attended? Careers in the Forest Service/How to Get a Summer Job

Did you find the workshop(s) helpful?

3 Very helpful 6 Somewhat helpful 0 Not very helpful 0 Definitely not helpful

4. My career goal for this year was _____

knows career goal - 20

doesn't know career goal - 11

Did you meet your career goals for this year?

4 Very well 10 Fairly well 12 Not really 1 Definitely not

5. The two things I like the least about the I.C.E. Program were...

0 Learning about different jobs

8 Talking about school

3 Talking about the future

7 Finding out about college

4 Finding out about vocational training

9 Talking about personal problems

2 Other SDS/looking up stuff

6. Do you want to be part of the I.C.E. Program next year?

Why? yes - 23 no - 2 maybe - 2 no answer - 4

-it changed my career goals. I want to learn more about jobs. - I learned a lot. -It helped me make up my mind about college. -It's fun and helpful. -Find out what I need to learn for different careers. -Get out of class. -Prepare for college choices.

In summary, the primary difficulty faced by the Tri-County project seems to have been establishing a relationship with the schools that would allow them to use the NACE materials. Considerable progress in this direction was made during the year, however, and a significant number of Indian community members were trained.

The Rural Setting -- McDermitt, Nevada

1. Change Objectives

a. Infusion. McDermitt was the only one of the sites with which Far West Laboratory had worked before, when they participated in the pilot testing of the NACE units. The teacher who had served as pilot test coordinator at that time was still at the school, and enthusiastic about serving as liaison with the project. These factors had a significant effect on the project's accomplishments at McDermitt.

Like the other schools, McDermitt had both resources and constraints with regard to the development of a Career Education program. Questionnaires completed by school staff and community members indicated that constraints included hostility between Indians and non-Indians in the area, a limited economic environment (both in terms of employment opportunities and career models), and physical and social isolation. Resources included school administration that supported the project, good communication among staff members and some lines of communication already existing with the Indian community, as well as a general interest in learning about new approaches that might help Indian students. Staff were also motivated to participate by their need to meet a new State requirement for credits in multi-cultural education.

Most of the teachers at McDermitt preferred to use their NACE training to develop their own Career Education activities. These activities are summarized below.

Kindergarten - Community Careers

The teacher spent about 15 minutes a day on career awareness, drawing concepts from the NACE units, and took students on a "career tour" of McDermitt.

Second Grade - Introduction to Occupations

The teacher discussed different occupations, demonstrated tools, and had children play career-related games.

Fourth Grade - Cooperation

This teacher adapted Activities 1-4 from the NACE unit "Cooperation" by simplifying, shortening them, and substituting oral or visual activities for written work. She also changed the roles in the simulation from Jr. High to Elementary students. She chose this unit to help students from different ethnic groups understand each other better.

Fifth Grade - Indian Literature

This unit consisted of eight activities, each of which focused on Indian examples of a different literary form, and featured a mixture or reading, writing, library work and discussion. The unit's general objectives were:

1. To learn cooperation
2. To learn the need for communication
3. An understanding of basic social functions and purposes
4. A democratic participation in school affairs
5. Develop skillful use of materials
6. Develop democratic and social skills
7. Teach children to do critical thinking
8. Practice of democratic concepts
9. Understanding of other individuals and groups
10. Teach insights into human values and relationships
11. Enduring interest in human problems
12. To provide each child with related experiences
13. To help each child become more self-directive in solving his/her own problems
14. To help children become secure within themselves
15. To provide an opportunity for the children to express themselves creatively
16. To help develop children's interest in the world around them
17. To focus on Indian life
18. To improve a child's self-concepts
19. To provide a variety of activities

Fifth Grade - Social Studies and Career Awareness

The same teacher also developed a Social Studies unit in which students form work groups to do a variety of projects in the areas of goods-producing industries, service occupations, and personal understandings.

The objectives for this unit are:

1. Self Awareness
2. Values
3. Self Worth
4. Help students to identify themselves, their abilities, interests, values and liabilities
5. Maintain positive attitudes toward self, others and work
6. Teach students that most jobs require certain personal qualities as well as skills
7. Investigate careers intensively
8. Increase students understanding of decision making in choosing career
9. Help students understand the worth of any job
10. Learn capitols of states
11. Learn each state's contribution to the United States as a whole, pertaining to products of the state and job opportunities.

Sixth Grade - Popcorn for Playday

This teacher used an annual school money-raising event (selling popcorn) as a vehicle for familiarizing students with food-handling, clerking, accounting, sales, and store management occupations; and for letting them practice arithmetic operations in a practical setting.

Seventh Grade - Basic Economics

At the workshop, this teacher told the group that he was violently opposed to the goals of the NACE program. The 'project' he submitted was a report on a class discussion with the double purpose of impressing upon the Indian students that it is wrong to live on government allotments rather than earning one's own money; and to find out if they thought cultural material should be included in Career Education.

Eighth Grade - The Uranium Industry

Two teachers researched the uranium industry and analyzed the probable effects on the McDermitt area if recent uranium discoveries are developed. The eighth-grade teacher presented films on mining in her class and discussed their implications in terms of careers for Native and other Americans and environmental impact with her class.

Art I - Communication through Ethnic Design

Two teachers developed a unit for the high school art class in which students simulated employees of a greeting card company with the job of designing cards or posters with Indian symbolts. Students studied Indian and commercial symbols used for communication (concepts drawn from NACE unit "From Idea to Product"), talked to people who had done art work professionally, and made sketches.

Tenth Grade English - Job Application

The purpose of this unit was to teach students the communication skills needed to fill out a job application form, and in the process, familiarize them with local employment opportunities. The class discussed local career opportunities existing 50 years ago and today, practiced filling out a job application form, learned vocabulary words found in such applications, and then filled out forms from local businesses.

Business Education - On-the-Job-Training Opportunities

This class covers mostly clerical skills. The teacher made a study of OJT opportunities for clerical and other skills in the McDermitt area which might serve as potential work-experience or field trip sites.

In addition to these activities, the substitute teacher wrote a paper on linguistic differences between English and Northern Paiute that affect learning styles, and the librarian prepared a bibliography of materials with Career Education relevance available in the school library.

b. Planning. 12 of the 15 teachers who returned the Implementation Questionnaire planned on continuing Career Education activities next year. The other three hoped to do so if their schedules permitted. The district Career Education Specialist expressed the intention of working with the counselor at McDermitt, the community representative, and several of the more interested teachers to continue development of the program at McDermitt. All the teacher project reports were collected by the counselor to serve, with the NACE units, as a foundation for a program resource file.

c. Training. The NACE training workshop was held at McDermitt after school on February 5-8. Originally only secondary teachers had been invited, but since most of the teachers needed the college credit the workshop offered for State recertification, the workshop was opened to them as well. The result was that the workshop was attended by most of the school's professional staff.

The 20 participants included the principal, the librarian, special Ed. teacher and substitute, the counselor, two aides, (one of whom was the project's community representative), five elementary level teachers and six secondary teachers, and two parents. The parents and aides were all Native Americans.

Of this group, eleven turned in reports and received credit. Twelve of the fifteen who returned the Implementation Questionnaire indicated that they would be willing to serve as workshop coordinators in the future, and eight of them expressed an interest in serving on a Career Education committee.

d. Community Participation. Although two Indian parents attended the workshop, the main channel of communication between the community and the school remains the Indian Education Committee, which will advise on Career Education as well, and the Native American teaching aides.

e. Linkage. Full Indian community participation in the program will take long and patient efforts by both sides, and is linked to the evolution of social, political and economic relationships between the Indian and

non-Indian communities. Some steps were taken towards linking the Career Education program with the business community this year, via the studies of uranium mining and OJT opportunities. As a result, school and industry are more aware of each other, and use of the business community as a resource is being planned.

2. Learning Outcome Objectives

Although most of the teachers did not pre- and/or posttest their activities, an indication of which outcomes were addressed can be derived by an analysis of the activities. Secondary students were given a general questionnaire at the end of the semester.

A summary of the Learning Outcomes addressed in different classes at McDermitt is presented on the next page. An analysis of the relationship between the learning outcomes and items on the Student Questionnaire appears in Appendix C. along with the summary sheets for each class.

An examination of the scores for McDermitt provides the following general indications for each outcome:

- familiarity with training opportunities -- Half the students in grades seven and eight indicated four or more sources of career training, while only a quarter of the older students did the same.

  Between a third and a half of students in all classes were considering college. English, Math and Business Ed. were considered to have the greatest career relevance. Half felt they knew what training was required for the job they preferred.

- familiarity with working conditions -- A third to a half of students thought that their carrers would affect where they lived, and for two-thirds or more, whether they trained for a local job would depend on the job. Students seemed to be about equally divided in preference for living in the city or the country.

- familiarity with reason for careers -- By far the majority of students felt that the reason most people worked was to make money, although job satisfaction also was often noted.

Learning Outcomes Addressed by Career Education Activities at McDermitt

Outcomes	Classes: Kindergarten	Second Grade	Fourth Grade	Fifth Grade English	Social Studies	Sixth Grade	Seventh Grade	Eighth Grade	Sophomore English	Secondary Art I	Business Education
1. Familiarity with career a. training requirements	X	X			X			X	X	X	X
b. working conditions	X	X	X		X	X		X	X	X	X
c. rationale					X	X		X	X	X	
2. Skills in a. group interaction				X	X	X			X	X	
b. information gathering				X	X						
c. organizing activities				X	X	X			X	X	
3. Knowledge of a. traditional Indian culture				X	X						
b. contemporary Indian culture				X	X		X	X		X	
4. Communication Skills		X	X	X					X	X	
5. Improved a. self-concept			X	X	X						
b. confidence in employability					X				X		X

- skills in working with others -- Half the students considered that the interaction skills listed in the Questionnaire were very important in working in a group.

- knowledge of traditional and contemporary Indian culture -- A third to a half of the students wanted to learn "a lot" more about their own culture. More than half of the Jr. High students wanted to help their communities, although they wondered how, while more of the older students felt they could not do anything. Students had mixed feelings on learning more about their government.

- positive self-concept and attitude towards entering a career -- A majority of the students felt they knew what they were good at, but the older students were more doubtful than the younger ones about whether self-concept would affect career planning. Students tended to feel that their skills and abilities would be the most important factor in choosing a career. They were unsure about whether sex or social factors would affect their job success. About two-thirds of the younger students felt they knew what jobs they would like, while a third to a half of the older students felt that way.

It should be pointed out that for very few questions were large majorities in agreement. Students tended to be conservative about expressing their opinions, and sometimes skipped questions. In general, the younger students seem slightly more optimistic than the older ones, but whether this is due to educational or social factors is not clear. There is some evidence that as students grow older and more aware of the realities of their environment, they become more pessimistic about their ability to change it or themselves.

In summary, Career Education activities were conducted in eleven classes at McDermitt, reaching a majority of the students at the school. These activities included some which were adapted from NACE units, some which used the NACE approach, some which used other Career Education sources, and some which were original. Almost all the professional staff at the school attended the training workshop, and the projects they developed are becoming part of the school's Career Education resources. The school has made an excellent start in the development of a Career Education program.

The Boarding School setting -- Sherman Indian High School, Riverside, California

1. Change Objectives

a. Infusion. The project's involvement with Sherman began in a certain amount of confusion over whether the initial approaches should be made by the BIA area office or project staff. The school was sensitive about outside interference, and it took some negotiation before its participation in the project was decided.

Another problem (from the point of view of the Far West Laboratory staff) was the fact that the administrator with authority over Career Education in the school tolerated rather than supported Sherman's participation. She believed that career awareness ought to take place in earlier grades (although with one exception, none of the feeder schools had Career Education programs), and that the NACE materials were unsuitable. Unfortunately, ill health and other duties prevented her from having much interaction with the project.

Nonetheless, thirteen teachers attended the training workshops, of whom several submitted implementation outlines which are summarized below:

- Language Arts -- writing character sketches of authors in various genres emphasizing the nature of their careers, and exploration of careers in the area of dramatic arts.
- Industrial Arts -- exploration of careers in wood working and manufacture, use of Native American speakers, field trips and practice.
- Consumer Education -- exploration of the role of the consumer and careers and employement opportunities in this field (12th grade).

- General Shop -- a pre-vocational exploration unit which featured the following objectives:

1. Select various Native American occupations in your community and describe social and economic responsibilities of each.
2. Demonstrate an awareness of the variety of community service organizations within your community and describe some of the career opportunities that exist in community service work.
3. Show that you can compare construction methods and operations with other modes of work and relate them to traditional Indian culture.
4. Describe how various jobs, salesmen, construction workers, executives, social workers, might relate and interact to improve a community.
5. Be able to identify profit in business. Define how it is made and why it is necessary.
6. Show that you can discuss competition in business and how it affects work being done. Include an understanding of how it affects traditional Indian values and you personally.
7. Be able to identify work and jobs Native Americans perform. Discuss the contributions each makes to the community.
8. Be able to discuss how economic rewards are determined in business and how this differs from Indian values.
9. Identify and discuss the most satisfying elements and those least appealing elements of your career interests.
10. Show that you can discuss a variety of career preferences and give some insights into your choices.
11. Discuss various ways that people's jobs give them personal satisfaction.
12. Demonstrate self-awareness by defining your own abilities and career interests.
13. Show that you can conduct an introspective analysis of your strong and weak abilities as these apply to your career plan.
14. Be able to discuss different types of rewards related to work. Compare these rewards to your Indian value system.
15. Be able to relate the economics of small Indian business to the overall production of the community.
16. Be able to relate your life style to choices people you know have made about careers.

None of these teachers returned Implementation Questionnaires, so the degree to which these activities were accomplished is unclear. One teacher did administer the Student Questionnaire, however, and the results are discussed under Learner Outcomes.

b. Planning. At present, Career Education at Sherman is represented by individual counseling and several work-experience programs, in addition to the Business and Vocational Education classes being offered there. Project staff were unable to discover or inspire any overall statement of Career Education goals, and no structure for interdepartmental planning appears to exist. Presumably the counseling and work-experience will continue, augmented by whatever Career Education activities individual teachers may initiate.

c. Training. Workshop invitations were mailed to the Sherman faculty, and thirteen teachers participated in the training, which was conducted after school between February 26th and March 1st. Participants included three academic teachers, five teachers in business or vocational subjects, and four teachers of special subjects such as reading and Driver's Education. None of the participants were Native Americans.

d. Community Participation. Community input with regard to Sherman comes through the Phoenix Area School Board, which consists of representatives from various reservations which send students to the schools within the area (primarily, Arizona, Nevada and Utah). A Native American member of the area office staff served as representative to the project for Sherman. The school has little contact with the Indian community in Southern California.

e. Linkage. Sherman already enjoys an excellent relationship with local employers due to the work-experience programs in which it participates. Since parents of most of the students live at a considerable distance, their involvement in educational acitivities is difficult to achieve.

2. Learner Outcome Objectives

The Consumer Education teacher administered the Student Questionnaire to the 31 twelfth-grade students in her class (the Questionnaire tallies appear in Appendix C). Responses in the area covered by the Learner Objectives may be summarized as follows:

- familiarity with training opportunities, working conditions and career rationale -- over half the students felt that English, Math, and Business or Voc. Ed. classes had the most relevance to career success. Half checked at least four sources of training, and interestingly enough, more indicated the Army as a training institution than any other, although only six thought they might take advantage of it, while over half were considering going to a community or four year college.

  A majority of the students felt that their career choice would affect their lifestyle, and almost two-thirds were interested in learning about future job opportunities in their area. Two-thirds would rather live in the country or a small town than in the city.

  Almost all the class indicated that people had jobs in order to make a living, but a third also said people worked because they liked their jobs. Over two-thirds knew what jobs they were interested in, while about half knew what training was required.

- skills in working with others -- over two-thirds felt that getting along with other group members was important in group interaction, with the ability to take individual responsibility next, and knowing other people's values and accepting authority less important.

- knowledge of traditional and contemporary Indian culture -- Almost two-thirds of the class would like to learn more about their own culture, and almost as many wanted to help their tribe. About two-thirds were interested in learning more about their tribal government.

- positive self-concept and attitude towards entering a career -- over half the students tended to feel that most jobs could be done by both males and females; however, about a third felt about a third of the jobs listed should be done by men, while only a sixth of the jobs were identified as women's work.

  About half the students felt they knew some of their own talents, and the class was generally undecided about how self-concept would affect their career planning. They did, however, feel that one's skills and abilities were the most important factor in career choice. A majority felt pretty confident that sex and race factors would not decrease chances of employment, and had definite ideas about the jobs they wanted.

> In general, students in this class at Sherman appear to be a self-confident and reasonably sophisticated group. They also seemed to be very interested in helping their own communities, though they were sometimes vague about how this could be done. By the twelfth grade, most of them had been involved in Sherman's work-experience programs. It would be interesting to do a follow-up study on their post-secondary careers.

In summary, the project succeeded in reaching several teachers at this site who had not been involved in Career Education before, and enabled them to interact with teachers from other departments. If the administrative support needed to coordinate their efforts with the career counseling and work-experience programs already available is provided, Sherman can develop a very effective program.

In this Part of Section II we have discussed the evaluation of implementation activities at the four demonstration sites according to the change objectives and learning outcomes. In the next part we will discuss the evaluation of the products developed by the project.

Product Objectives

The project's "product objectives" consisted of the development of those materials that were needed to address the project's change objectives (discussed in the preceding part of this section). The materials served the goals of orienting, training, and informing people with regard to the program. In this part we will describe the process by which these products were developed and evaluated. Their content is discussed in Section III. The project developed the following materials:

- Revised forms of individual NACE units used in the demonstration -- implementation of parts of two units -- Cooperation and Living

with the Land, yielded information which could be used for revision. The nature of these revisions is described in Section III.

- orientation materials for use in preparing parents and community members to participate in the program -- An orientation brochure describing the NACE units was developed and distributed to members of parent advisory committee and others interested in the program. An example appears in Appendix D.
- workshop materials developed for use in staff training -- training materials consisted of a Coordinator's Manual and Participant's Handbook for the Native American Staff/Community Training Workshop. Content and format for this workshop are based on the demonstration site surveys and discussion with site personnel. An outline was submitted to the project's Advisory Committee and educational staff members at the sites. The prototype workshop was tested at all demonstration sites with participant groups with varied backgrounds and different proportions of educators and community members. At two sites, the workshop was conducted on two consecutive days, and at the other two it took place after school on four afternoons.

Participants completed a checklist at the beginning of the workshop which focused on their attitudes and knowledge about Career Education. At the end of the workshop, participants were asked to fill out an Evaluation Questionnaire which covered content, attitudes, and participant reactions to the workshop. To prevent participants from being bored or becoming 'test-wise', the format of these two instruments was quite different. However, most of the same topics were covered in both, and participant responses can therefore be compared.

The workshop was also evaluated by the panel of reviewers at the end of the project. Interpretations of evaluation results are given below.

(1) Knowledge and opinions about Career Education

(a) Definitions of Careers and Career Education. Between the pre- and posttests, more of the participants become much more convinced that Careers and Career Education are lifetime concerns, and are different for each individual.

(b) Career Education Content. In the pretest, participants were uncertain about the relationship between Vocational and Career Education, whereas afterward, they felt that Vocational Education could make an important contribution to an individual's education for a career. Participants already understood the nature of Career Awareness. At the end of the workshop a majority also agreed that Career Education concepts should be repeated at increasing levels of complexity, but that there are several ways to implement Career Education.

(c) Personnel Involved. The participants who believed that parents, community members, and business people should be involved in the Career Education program increased from a majority to nearly all. Although a majority thought counselors should be involved in the program, by the end of the workshop their feeling that counselors should direct the program decreased.

(d) Materials and Resources. At the beginning of the workshop, participants were undecided as to whether professionals only should develop Career Education materials. At the end, they felt that the appropriateness of professionally developed materials would vary, depending on the needs and nature of the school, and they definitely felt that the materials should cover more than just job information. In the pre- and posttest they thought that Career Education could be expensive, but that the community was a good source of materials.

(e) Work Values. At the end of the workshop, participants' responses showed more flexibility about what kinds of values and goals a Career Education Program should promote.

(f) Career Education and Culture. In the pretest, participants tended to feel that most schools did not offer equal opportunities for both sexes and different ethnic groups, and that Career Education should include a variety of role models. Agreement in this area increased by the end of the workshop. There was a slight increase in the recognition that traditional Indian culture had its own form of Career Education. At the end of the workshop about two-thirds of the participants thought that Indian culture had some relevance to career development.

(g) Teaching Methods. Specific methods for teaching Career Education were not covered in the pretest. On the posttest a majority agreed that the methods presented in the workshop should be useful.

In general, about half of the participants seem to have been acquainted with Career Education content at the beginning of the workshop. By the end of it, more of the participants knew more, and stated their opinions more positively.

(2) Personal Reactions

On the evaluation form, three-quarters or more of the participants agreed that Career Education could help their students, that school and community should work together on the program, that career choice was related to cultural identity, and that they would like to contribute to program development.

(3) Reactions to the Workshop

About three-quarters of the participants felt that the workshop was about the right length and that the content was appropriate. A majority found the activities interesting. Among the things mentioned by participants as being the best parts of the workshop were the role playing activity, the content, and the chance to share ideas with others. Worst things or suggested changes related mainly to logistical or format problems which were dealt with in the revision.

(4) The Implementation Questionnaire

Seventeen copies of the Implementation Questionnaire, which were distributed to all sites at the end of the spring semester, were returned, most of them from McDermitt. This questionnaire included a question about the workshop which received the following responses:

	very much	somewhat	not at all
a. I found the information about career education useful.	10	7	
b. I found the information about Indian culture useful.	7	10	
c. I found the techniques for adapting materials useful.	3	11	3
d. I have continued to work with some of the people I met at the workshop.	8	6	3
e. I would recommend the workshop to others who want background in career education.	9	4	4

(5) Reviewers' Comments

After revision, the workshop materials were submitted to four reviewers who were provided with a checklist and comment form. Reactions were generally favorable, though some problems in statement of objectives, measurement techniques, and format and amount of learner practice, were identified.

Reviewers found the material accurate and appropriate for its purpose. Given the limitations inherent in the short time most participants have available to attend such a workshop, they felt that it covered the content, and that anyone with some background in Career Education should be able to use the Manual to coordinate the workshop.

- an Implementation Guide -- Implementing Career Education for Native American Students, A Guide, was written after the completion of the spring semester's implementation activities. Its content was based on the project's experience in working with the four sites, discussions with educators and Indian community members from other schools, projects, and areas, and a review of the literature of educational innovation and organizational change. This information enabled phases of

program development beyond those initial stages addressed by this project to be covered in the Guide.

The draft form of the Guide was sent to the panel of reviewers, who evaluated it on the basis of clarity, interest level, comprehensiveness, and accuracy, assessed the relative usefulness of its components, and estimated its appropriateness to different educational settings and levels. The reviewers returned annotated copies of the manuscript to guide revision.

Comments ranged from favorable to enthusiastic, with the basic content being rated highest. It was considered about equally appropriate for different settings, and most relevant to secondary programs. The reviewers made some useful suggestions on format and additional resources, but on the whole felt that its coverage of the topic of Career Education program development was excellent.

On the basis of these comments, the Guide was revised into its final form.

- A Final Report describing project activities and outcomes -- Preparation of this report was the final activity of the project.

Copies of the materials described above are being submitted along with this final Report to the Office of Career Education. Their content is described in more detail in Section III.

SECTION III: RESULTS AND RECOMMENDATIONS

In this Section we will present the results of this project, both in the form of tangible products, and intangible research findings. We will begin by describing the training materials and the dissemination of the materials, methods and concepts. This will be followed by a discussion of the conclusions that can be drawn from the implementation and evaluation at the Demonstration Sites, and recommendations for future development at these sites, specifically, and in the general area of Career Education for Native Americans.

A. Products Resulting from Project Activities

At the end of Section II we discussed the development and evaluation of the training materials and other products developed by this project. Here, we will describe the content and purpose of the training workshop, the implementation guide, the revised units, and the dissemination materials. Copies of all products are being submitted to the funding agency with the Report.

1. The Native American Career Education Staff/Community Training Workshop.

This workshop is intended to provide a basic orientation to Career Education, and the specific skills needed to work with others in developing a Career Education program, including selecting, adapting, and developing materials, program planning, and seeking funding. The goals of the workshop are for participants to:

- define Career Education and tell why it is especially important for Native American students;
- be familiar with some Career Education resources in their area;

Products of the Native American Career Education Demonstration Project

Native American Career Education

Staff/Community

Training Workshop

Coordinator's Manual

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Native American Career Education

Staff/Community

Training Workshop

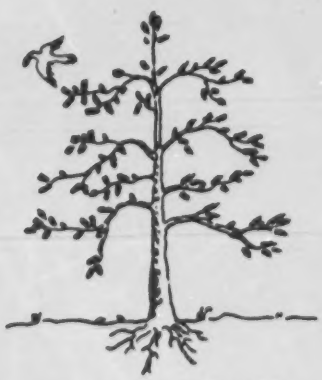
Participant's Handbook

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Implementing Career Education

for Native American Students

A Guide



FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

The Native American

Career Education Program

SOME QUESTIONS AND ANSWERS....

WHAT IS NATIVE AMERICAN CAREER EDUCATION?

Once, all education was career education--- kids grew up watching their parents at work. They wanted to learn because they knew they would use what they were taught.

Today it can be hard for students to see why they should study. But they may end up with jobs they don't like or no jobs at all, because they don't know what careers exist or how to get ready for them.

A new program, designed especially for Indian students, is now available. It is called Native American Career Education. Its purpose is to start Indian kids learning what they'll need to know to get the jobs they want and need.

If you want to know more about this program, read the rest of this booklet, or contact:

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- understand some ways in which Indian community school staff on a Career Education program;
- be familiar with culture-based methods for teaching Career Education;
- be able to adapt Career Education materials for use with a given student group;
- know what a comprehensive Career Education program for their area might be like;
- know where to look for funding and support for Career Edcuation.

The workshop participants should begin acquiring the background and skills they will need to develop a program which is based on local needs, resources, and culture, and which reflects the Career Education goals of the Indian community to which the students belong.

The workshop consists of four sessions of two to three hours each, which can be arranged in a variety of ways.

The first session provides participants with a general background in Career Education content and goals, and helps them begin to identify resources which are already available. The second session describes the various groups of people who can be involved in developing and implementing a Career Education program, employs a simulation exercise to give participants a 'feel' for what happens when members of these groups work together, and presents useful cooperative group-interaction skills.

The third session describes methods of teaching Career Education to Native American students, beginning with a series of transparencies illustrating traditional Indian educational methods, and goes on to introduce the twelve instructional units in the program and the basic methods and concepts which were used to develop them. Teachers are shown how to use these methods to develop their own Career Education activities.

In the fourth session, participants learn about the pros and cons of different implementation strategies, the basic tasks and stages of program development, the most promising sources of funding, and some basic proposal development skills.

Sessions feature a mixture of activities, including lecture/discussion, small-group and individual use of worksheets, a simulation, transparencies, and supplementary readings. Workshop materials consist of the Participant's Handbook, containing worksheets and readings, the Coordinator's Manual, which includes detailed directions for leading activities and discussions as well as all participant materials, the transparencies, and evaluation forms.

The workshop is designed to be coordinated by someone with background in Career Education and Indian culture, or in working with Indian communities; however, no special training for the coordinator is required.

2. Implementing Career Education for Native American Students -- A Guide

The Guide is intended to serve as a resource for school, project, or community people interested in implementing Career Education programs for their Native American students. Some of the procedures described will be useful to non-Indian communities as well, others are specifically relevant to the needs of Indian students and the historical context of Indian economics and education.

The Guide covers the basic steps involved in establishing a Career Education program from the intital awareness of need to program maturity. The goals of the Guide are therefore to help users to:

- decide whether or not their communities are ready to begin a Native American Career Education progam, and develop the human and physical resources necessary to start;
- plan a pilot project that will initiate the program and lay the groundwork for further development;
- expand from a pilot project to a comprehensive Career Education program;

- maintain the program, adjust to changing needs, and serve as a model for others.

The Guide is targeted at people such as school or educational project administrators, teachers and counselors; Indian parents and community members; representatives of business and industry; and others who might be involved in advising, developing, and implementing a Career Education program. It should be appropriate for settings ranging from rural schools with a majority of Indian students to urban projects based at Indian centers. The Guide, illustrated by examples that indicate how these procedures can be applied in specific situations, suggests general procedures which can be used in any setting and with any audience.

3. Revised forms of Native American Career Education Units

Information received from instructors involved in the project suggested revisions for two of the units -- "Living with the Land", and "Cooperation".

a. Living with the Land

This unit focuses on the career area of natural resource management. It consists of six activities which cover basic ecological facts, how resources are used to meet basic human needs, waste disposal, environmental management careers, and environmental implications of current issues.

The increasing importance of Indian lands as a source of energy resources led to the addition of information about the Council of Energy Producing Tribes and additional audiovisual and other materials which could be used in teaching about energy issues in a Native American context.

b. Cooperation

This unit deals with some of the interaction skills people need in order to function effectively in groups in an educational or work setting. It addresses cooperation skills, the nature of conflict and conflict resolution techniques,

the role of values in problem-solving and decision making, and the importance of interaction skills.

One teacher's adaptation of parts of this unit to the elementary (4th grade) level provided material for a set of teacher intructions which was added to the Additional Resources section of the unit. These instructions also now include general guidelines for adapting materials in the Native American Career Education series for elementary school students. These guidelines are:

- select and simplify;
- use speech and sight rather than the printed word;
- go from the familiar to the strange.

A bibliography of curricula and training materials in the area of cooperation group-interaction skills was also added.

4. Dissemination Materials

Of the several fliers and handouts developed for use during the project, two have been retained as part of the program materials -- the community orientation brochure, and the program flier.

a. The Community Orientation Brochure

This brochure consists of several 8-1/2 by 11 inch sheets folded in half and stapled (for ease in reproduction), which provide basic information about the Native American Career Education program from the point of view of a parent or Indian community member. A copy of this brochure is included in Appendix D.

b. The Program Flier

The flier will be produced by the distributor of the materials. It consists of descriptions of all items in the series, along with ordering information. A copy of this flier is included in this report as Appendix D.

5. The Final Report

The Final Report required by the proposal consists of this document. After approval by the funding agency, it (and other materials produced by this project) will be submitted to ERIC.

B. Dissemination Activities

Project Dissemination activities took place in three contexts -- the demonstration sites, the surrounding regions, and the national educational community. In this part we will discuss the approaches used and the audiences addressed.

1. The Demonstration Sites

The project staff's initial contacts with educational personnel and community members at the demonstration sites served a dual purpose of recruiting people for active involvement in the project, and informing a larger group about the Native American Career Education program.

In addition to providing copies of the community orientation brochure for distribution at the San Francisco and Yreka Indian Centers and to the McDermitt Indian Education Committee, project staff members spoke about the program at parent committee meetings in Yreka and in San Francisco. Staff members also appeared at faculty meetings at Mission High School and Potrero Hill Middle School.

2. Regions Surrounding the Demonstration Sites

The major regional dissemination activity of the project was to plan and conduct Regional meetings at or near each demonstration site. The purpose of these meetings was to inform school administrators, Career Education specialists, Indian tribes and community members about the Native American Career Education program in general, and about the demonstration projects conducted

in their own areas, and to encourage them to share ideas and resources.

Project staff members worked with liaison personnel at the demonstration sites to identify dates and locations for each meeting. An invitation list was prepared for each area by consulting educational staff and community members from each site and by drawing on contacts project staff had made, and letters were sent announcing the meeting and inviting the people on the list to come or send their representatives. Twenty-five to fifty letters were sent out for each meeting (a copy of one of the letters appears in Appendix D).

The meeting schedule was as follows:

Northern Nevada Area: May 14, 1979, Humboldt County Library, Winnemucca, Nevada.

San Francisco Bay Area: May 18, 1979, Far West Laboratory, San Francisco, California.

Tri-County Area: May 22, 1979, Eureka Motor Inn, Eureka, California.

Bureau of Indian Affairs Phoenix Area: June 21, 1979 at the meeting of the Phoenix Area School Board, the Aloha Inn, Phoenix, Arizona.

The meetings in Nevada, San Francisco, and Northern California followed the outline given on the next page. The best way to address the appropriate Bureau of Indian Affairs personnel proved to be by presenting a report on the project at the meeting of the Area School Board.

The results of the meetings in each area are summarized below.

- Northern Nevada

  The meeting was attended by a teacher and a counselor from McDermitt Combined School, a representative of the local Indian community, the Career Education Specialists from Humboldt County Schools and the high school at Owyhee, and community members from Yerington and Shurz, Nevada. The Humboldt County School District is committed to Career Education and was very interested in incorporating the Native American Career Education approach into its program. The community members from outside the immediate area wanted advice on how to establish relationships with their school districts. They were very interested

in the program, but uncertain about their ability to get school cooperation.

- San Francisco Bay Area

The San Francisco meeting was attended by people from the project involved in the demonstration and representatives of several other Indian projects. No school district personnel responded to the invitation. Not too surprisingly, the general conclusion was that attempts to implement Indian programs within the schools are not likely to succeed. Indian programs such as Title IV must therefore plan on integrating Native American Career Education into their own activities.

NACE Regional Dissemination Meeting Outline

1:30-1:45 Arrival, information introductions, sign up sheet.

1:45-2:00 Formal introductions

Introduce self, describe FWL, ask each participant to state:

name, position, organization, what their students are like, what their setting is like, whether they have Career or Vocational Education programs.

State goals for meeting:

1. introduce NACE program and materials;
2. discuss nature of a comprehensive CE program and procedures for developing it;
3. provide opportunity for participants to share information and ideas.

Ask participants what else they would like to accomplish?

2:00-2:20 The NACE project and program

Project history

Summary of units -- show and pass around, distribute fliers

Essence of the cultural context approach, infusion,

Questions...

2:20-2:40 Career Education program

Characteristics: participated in by all sectors
comprehensive design -- K-12, goals coordinated
multi-strategy approach
cultural context

Questions...

2:40-3:00 Program Development

Stages: initiation, expansion, refinement (function of workshop)

Funding (T-IV, district, State)

3:00-3:15 Break

3:14-4:30 Discussion

Groups do program development worksheets followed by large group discussion, or whole group works through questions with leader

- The Tri-County Area of Northern California

  The meeting in Eureka was attended by staff members from the Eureka and Yreka branches of the Tri-County Indian Development Council, and a number of parent committee representatives from schools in the area. The Tri-County staff said they were planning on incorporating Native American Career Education materials into future program activities, and the parent committee people expressed interest in using the units and the training workshop whether they were working with Tri-County or not.

- The Phoenix Area of the Bureau of Indian Affairs

  The project coordinator appeared at the quarterly meeting of the Area School Board, which was attended by 26 people including members of the School Board representing different tribes, Area Office personnel, the superintendents of two of the Area's secondary schools, and various other interested parties. Board members were interested in the project, and requested copies of the Final Report. Two superintendents expressed an interest in holding the training workshop at their schools.

The following chart analyzes attendance at the first three meetings:

Location	Site Staff	District school staff	Staff from other Indian projects	Parent Advisory Committee	Staff from related projects (CETA, etc.
Winnemucca	2	2	2	2	1
San Francisco	1	-	1	-	2
Eureka	3	-	-	3	2

Total Native Americans - 13
Non-Indians - 8

3. National Indian and Career Education

In December of 1978, the project coordinator was invited to appear on a Career Education panel at the annual conference for Title IV project directors held by the Office of Indian Education. Her presentation at this conference consisted of an analysis of the stages of Career Education program development, and a discussion of the approaches and materials development by the project to help Indian schools and projects implement it. Project staff also discussed

their work at the Career Education Evaluation conference sponsored by the Office of Career Education in San Francisco in May, 1979.

During the project, articles about the project appeared in the PEP newsletter, and in The Rural Connection, a newsletter which informed small and rural schools about Career Education resources available to them.

Additional articles are being submitted to the following publications:

- Akwesasne Notes (Mohawk Nation);
- BIA Education Research Bulletin (Indian Education Resource Center);
- Career Education News and Notes (Capitol Publications);
- Coalition of Indian-Controlled Schools and School Boards newsletter;
- The Early American (California Indian Education Association);
- The Journal of American Indian Education (College of Education, Arizona State University).

A paper is also being planned for submission to the American Indian and Alaska Native Education special interest group of the American Educational Research Association.

C. Conclusions and Recommendations

In writing a final report, it is important to take the time to consider the project's experience as a whole. In previous sections we have discussed the different project activities and events at each demonstration site. Here, our purpose should be to consider not only what happened, but why, and the implications of these results for future efforts in the area of Career Education for Native Americans.

1. Project Results and Findings

Let us begin by reviewing what the project desired to accomplish, and what our evaluation indicates occurred.

This project wished to achieve four kinds of goals:

- Activities. The demonstration sites were expected to do certain things during the project, i.e. infuse Native American Career Education units into their curricula, with appropriate effects on student learning;

- Conditions. Certain resources and relationships were expected to exist by the end of the project, i.e. there would be a group of educators and community people trained in Native American Career Education at each site;

- Intentions. Certain things would be planned to take place after the project, i.e. key personnel at each site would plan to continue Career Education implementation and program development in the future; and

- Products. Project activities would result in materials which could be used by others, i.e. the training workshop, the implementation guide, and the dissemination materials.

The project successfully developed the products it had proposed. However, since the normal course of events is for planning and training to precede program development and implementation, it is not too surprising that the demonstration sites accomplished more in the areas of improving conditions and intentions than they did in conducting activities. Discussions with a number of Career Education program directors indicate that considerable time must be spent in orientation, training, planning and exploration of different implementation strategies before a new program is firmly launched.

When it became apparent that the sites would not achieve full program development within the single year the project had to operate, the staff began a search of the literature of educational innovation to identify procedures and models for the implementation of new programs.

This information was incorporated into the implementation guide which the demonstration sites (and others) will be able to draw on for guidance in program development after the termination of this project.

The stages of program development which we identified are displayed in the chart on the next page, with some of their characteristic activities. The unshaded boxes indicate the stages which were addressed by demonstration sites involved in this project.

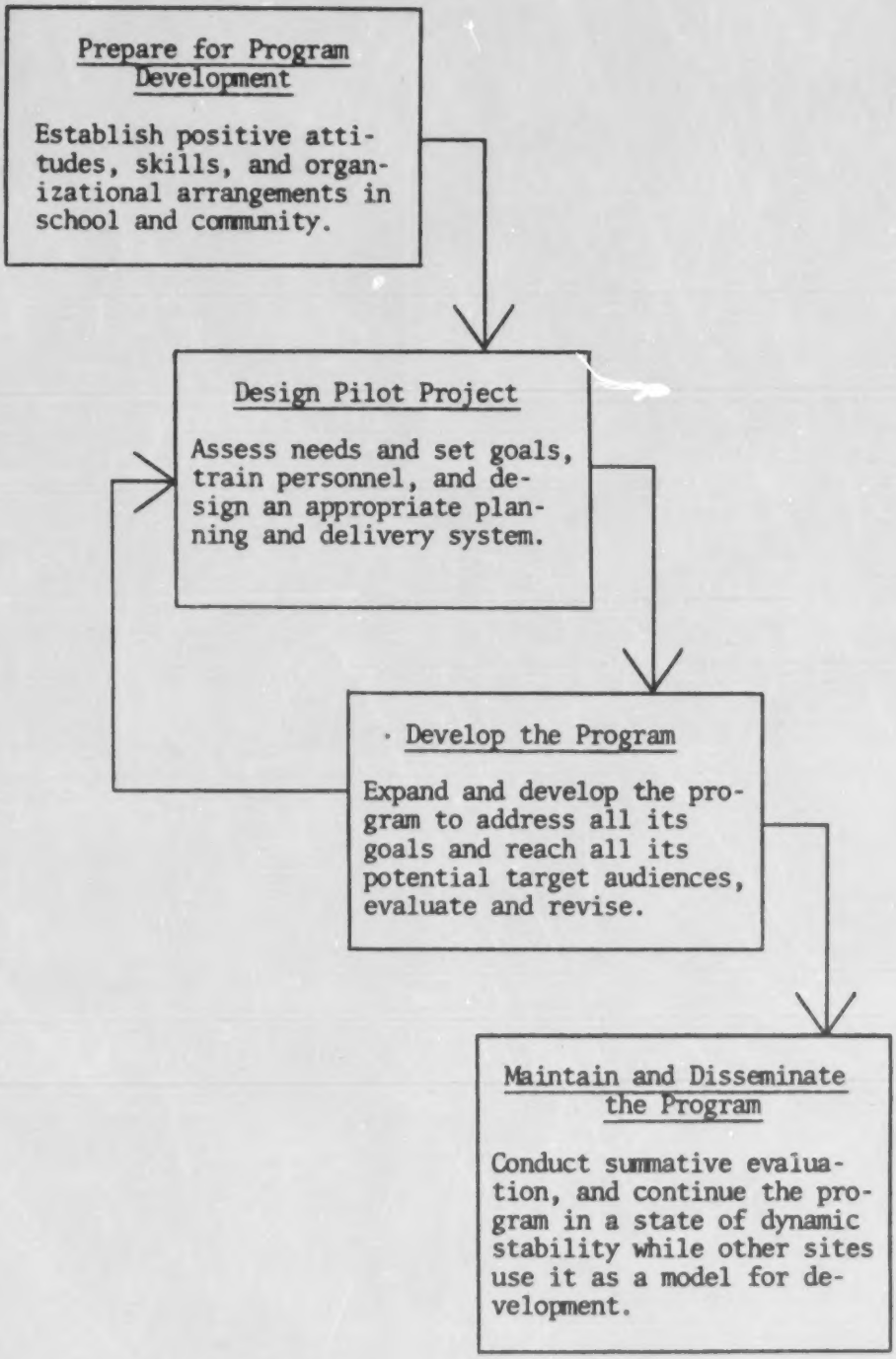
Since none of the sites had all of the prerequisites for successful program development (such as access to students, school/community communication, or trained staff), a great deal of the project's activity focused on negotiating and consulting with site personnel to try and develop what was needed.

By the end of the school year, the project had made considerable progress in orienting people at the sites to the needs for Native American Career Education, and its content and methodology; establishing contact between people from different groups; and helping them to try out some implementation strategies and to design their own programs. Provided that these sites retain the staff that have been trained, and continue to obtain funding, they should succeed in instituting Career Education programs.

However, a look at the Career Education activities which were conducted raises the question of why the demonstration sites did not deliver as much information as was requested, and why the Native American Career Education units were not used more -- why, in fact, project activities were not more faithful to project design.

Some answers may be found in a consideration of the way the project had to be managed, and the nature of its goals. Except for the San Francisco site, all of the demonstration sites were located at a distance from Far West Laboratory. This allowed the project to work from a much broader base of experience, but it also placed more responsibility on personnel at the sites.

STAGES IN PROGRAM DEVELOPMENT


Prepare for Program Development
Establish positive attitudes, skills, and organizational arrangements in school and community.
Design Pilot Project
Assess needs and set goals, train personnel, and design an appropriate planning and delivery system.
Develop the Program
Expand and develop the program to address all its goals and reach all its potential target audiences, evaluate and revise.
Maintain and Disseminate the Program
Conduct summative evaluation, and continue the program in a state of dynamic stability while other sites use it as a model for development.

In order to ensure that people at a site will conduct the activities that have been prescribed for them, and will administer, complete, and return the evaluation instruments provided, there must be someone at the site with the motivation and authority to manage these activities. This is why McDermitt, where one teacher made herself responsible for delivering the information, produced more data than any of the others.

The fact that the project had no way of compelling the sites to follow the project plan gave them more freedom to develop their own approaches to Career Education program development. Fortunately, although the project had one goal which called for the infusion of the NACE units at the sites, it had several others which focused on assisting the sites to develop programs which would be based on their own resources and needs.

Project staff felt that it was their responsibility to provide the sites with as much information about ways of delivering Career Education to Native American students as possible, and to help them develop the skills they would need to do so. The project did not feel justified in insisting that the Native American Career Education approach and the units which embody it are the only way in which Career Education can be provided, especially as it became clear that teachers would become more involved in the program and learn more if they were encouraged to develop their own activities. In one case, harm would have been done by trying to make a teacher implement materials to which he was philosophically opposed.

These perceptions influenced the development of the training materials and the implementation guide, with the result that these products should have a usefulness beyond providing support of the Native American Career Education instructional units.

2. Recommendations for the Future

As a result of the project it is possible to make two sorts of recommendation -- suggestions for further activities at each of the demonstration sites, and a discussion of some directions which future development in the area of Career Education for Native Americans might take.

a. The Demonstration Sites

In our final consultations with personnel at the demonstration sites, project staff offered the following suggestions:

- San Francisco. Now that it has been established that the most feasible way of accomplishing Career Education for Native American students is to combine it with the Title IV tutoring program, the staff of this program needs to do more work on identifying the specific needs of Indian students in San Francisco, and develop a coordinated and comprehensive set of Career Education goals. Once this has been done, the program can consider which of these goals can be met by existing opportunities (such as the Vocational Education classes) in the schools, which should be met by the Title IV program, and which might be addressed by CETA and other Career Development programs for American Indians. The staff can then meet with representatives of these other programs to coordinate their efforts.

- Northern California. The Tri-County Indian Development Council should continue its efforts to establish contacts and credibility with local school personnel. If money for special programs is difficult to obtain, the agency should consider working through Johnson O'Malley parent committees which already exist to provide Career Education as part of their programs, and providing human and material resources to enrich existing Career Education and other classes in the local schools.

- McDermitt. Now that most of the teachers are involved in Career Education, the next logical step would be to develop a goal map for the program at the school, and use it to classify the Native American Career Education materials, the activities developed by teachers during the project, and other Career Education materials available. Teachers should be encouraged to use the units, and to develop additional activities of their own. McDermitt could also establish contact via the district's Career Education Specialist with other schools in the region to share ideas and resources. Another possibility would be to make a special effort to work with the employers who are located in the area, and to gain access to the resources of regional economic planning at the county or state level. Much has been accomplished at McDermitt, but it needs to

be organized and extended.

- Sherman Indian School. At this point, Sherman Indian School and the Phoenix Area Office, need to decide what their Career Education goals should be, and set about to systematically address them. A survey to identify students' strengths and weaknesses in the areas of Career Awareness, Orientation, Exploration, and Preparation might be helpful. It would also be useful if the staff members from different departments with Career Education relevance, such as Business Education and Pupil Personnel Services, were encouraged to share ideas with each other and with the academic teachers, to coordinate and capitalize on the effects of what each is doing.

b. General Recommendations

The experience and information acquired in the course of this project leads us to make the following recommendations for additional work in this area:

- Field Testing. Now that the materials designed to support use of the instructional units have been developed and undergone formative evaluation, it would be desirable for them to be used without the intervention of their developers, preferably in conjunction with a commitment to implement the entire series of Native American Career Education units.

- Materials for Counselors. The fact that the NACE units were designed for use in a classroom situation proved to be a major constraint in arranging for their use. Staff at the Tri-County Indian Development Council in particular expressed a need for materials which could be used by counselors working specifically with Native American students in or outside the schools. We therefore recommend the development of a Counselor's Guide which would enable the counselor to use the Native American Career Education approach to work with students individually or in very small groups, independently or in conjunction with a larger program.

- Career Development Materials. In investigating relevant resources at demonstration sites, it became apparent that a great many tribes and Indian centers sponsor CETA or other career development projects. The level of prepartion of the staff of these projects is variable, and the materials available make no provision for meeting the specific needs of Native American trainees for information about Indian career opportunities, or for preparation in adjusting to the different cultural requirements of the business world. Also, staff often encountered the feeling that the NACE instructional units were most suitable for lower secondary grades, and that materials aimed specifically at senior students should be developed. We would therefore like to propose the development of a set of instructor and trainee materials which could be used by senior students and young adults in job preparation or career development programs.

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APPENDIX A:

INFORMATION ON DEMONSTRATION SITES

AND PERSONNEL

- Site Surveys for

  San Francisco (Mission High School A-1

  McDermitt Combined School A-5

  Northern California A-9

  Sherman Indian High School A-13

- Summary of Responses to Questionnaire for Community Members (attending the Workshop) A-17

- Summary of Responses to Questionnaire for Staff Members (attending the Workshop) A-25

DEMONSTRATION SITE SURVEY

School: *Mission High School* Type: *Urban* Location: *San Francisco*

I. Student Body

. How many students in school? *2659*

How many in each grade? *9th grade 705 students, 10th grade 726 students*
11th grade 820 " , 12th " 406 students

. What tribe(s) or other ethnic groups are represented?

Vast majority of mixed ethnic background. 34 identified American Indians.

. Characterize students' home settings--

Parents are from the working class or welfare recipients, single parent homes and the majority are renters. 35% of students receive AFDC funds.

. What is the average length of time each student spends at the school? (turn-over and drop-out rates?)

. How much do students know about other regions, countries, cultures?

School feels that students know a great about their culture.

. What is average reading level compared to national averages?
65% below the 100 percentile (National Norm) (Rdg)
14% below the 100 percentile " vocabulary
12% below the 100 percentile " language

. What extracurricular activities are available, and how much time do students spend on them?

. What are the major factors or problems affecting student performance?

1. Homes where English is a second language. 65% ESL

2. Economics just above poverty level and below everything else.

II. School and regional resources

. school library: books on careers? *At career education center*
Indian culture? *yes*

accessible to students? *yes*

students have library skills? *some*

. A-V equipment: types? *T.V., video tape, 35mm projector PA, phonograph*
condition? *all in good condition*
source of materials? *slide, film strips, cassettes etc.*

. Vocational training equipment: shops? *yes*
other facilities? *yes*
any school businesses?
Full range of vocational training: auto mechanics, welding, graphic arts, computer science, business and accounting

. How far to town? Means/degree of student access?

School is located in the Mission District of San Francisco, with good public transportation all over city.

. Major industries or businesses?

All kinds of industry and business

. Ethnic mix in region?
Extremely varied, especially in Mission District, including Chicanos, other South Americans, Filipinos, Pacific Islanders, Orientals and Blacks.

. Local attitude towards school and towards Indians?
Most staff seem unaware that there <u>are</u> Indians at the school, are ignorant but friendly about Indian culture.

. Formal relationships or cooperation, if any?

The district as a whole has a Title IV project which has had little impact on the school so far. Mission High administration have been very open and helpful to our project.

III. School Organization/structure

. What courses are required at which grades?

Graduation requirement (see history of school)

. what kinds of compensatory or remedial programs or classes are provided?

Title II
1641 Bilingual Education
Language & learning disabilities spec
Aphasic, mental health, behavioral disorder, emotionally disturbed.

. What Career Education courses, materials, etc. are already available?

Provides a career education center, career awareness programs, materials written by instructor, (workbooks). Also for availability and work permits.

. Does school have list of CE goals? *yes*

. Which staff members are involved in CE? How did they become involved?

Charles Brown, a career center
Mary Twegibe, careers class
Ruby Thomas, " "

. What are the % of Indian teachers and staff?

One teacher may be part Indian

. What is the average length of time teachers have been at the school? Number of years of teaching experience?

Staff are all certificated, have been at school average 5 years.

. How is Indian culture taught?

Indian culture as such is not taught. Some students are exposed to cultural activities at home or at Indian Center.

. Do staff need/want training in developing or adapting materials?

Some staff are interested in adapting NACE methods to multicultural student group.

. What range of teaching approaches/methods are allowed, preferred, or required?

No restrictions

. What equipment do classrooms have? Movable desks or tables? How many students to a class?

Standard classroom, resource centers, small group study centers and a small auditorium.

. What influence do district or other higher office, and school board or parent groups, have on school program,goals, etc.?

Influence will depend on programs and varies from program to program.

. What would be the most feasible format for training?

Two day workshop at Far West Lab.

DEMONSTRATION SITE SURVEY

School: *McDermitt Combined Schools (K-12)* Type: *Isolated Rural* Location: *McDermitt, Nev. 89421*

I. Student Body

. How many students in school? *K-12, about 250*

How many in each grade? *average 15-18 each*

. What tribe(s) or other ethnic groups are represented?

Paiute and Shoshone Tribes
Basque
Canadian
Mexican
Caucasian

. Characterize students' home settings--

Most students reside on the Fort McDermitt Reservation others live in town, or outlying ranches. Some of our students come from great distances.

. What is the average length of time each student spends at the school? (turn-over and drop-out rates?)

About 5% drop-out rate.
(I think it is higher after the eight grade)

. How much do students know about other regions, countries, cultures?

Taught in fifth and eight grades. One course is taught in the high school social studies dept.

. What is average reading level compared to national averages?

At least 1.5 G.E. lower than average.

. What extracurricular activities are available, and how much time do students spend on them?

Basketball, football, volleyball, track, 4-H and future farmers of America. Future homemakers of America, libraries

. What are the major factors or problems affecting student performance?

Lack of effective motivation and can't see the relevancy to education

II. School and regional resources

. school library: books on careers *yes*
Indian culture? *yes (only a few)*

accessible to students? *Easily*

students have library skills? *Yes*

. A-V equipment: types? *every type*
condition? *good*
source of materials? *Pretty skimpy, few book resources of Humboldt County Library*

. Vocational training equipment: shops? *Yes*
other facilities? *Yes (Home Ec.)*
any school businesses? *Yes*

. How far to town? *9* Means/degree of student access?
School buses

. Major industries or businesses? *Cattle ranching and mining*

. Ethnic mix in region? *Basque, Anglo, and Paiute/Shoshone*

. Local attitude towards school and towards Indians? *Minus (?)*

. Formal relationships or cooperation, if any? *(?)*

Educational Committees have been formed.

III. School Organization/structure

. What courses are required at which grades?

9th	*Engl*	*Science*	*10th*	*Engl II*	*11th*	*12th*	
	Gen Math			*P.E.*	*Engl III*		*U.S. Gov't.*
	Health				*U.S. Hist*		
	PE						

. what kinds of compensatory or remedial programs or classes are provided?

Rem English I, II, III, IV
Rem Spanish I
Title I Reading and Math, Grades 1-8
Sp. Ed. classes Grades 1-8

. What Career Education courses, materials, etc. are already available?

Jr High classes, films from District Office

. Does school have list of CE goals?

. Which staff members are involved in CE? How did they become involved?

A.J. Souza	*counselor*
Miss Leake	*business teacher*
Mrs. Ross	*Home ev. teacher*
Miss Bowen	*career consultant*
Mr. Koopman	*shop teacher*
Mr. Barnes	*The fifth grade teacher (personal interest)*

. What are the % of Indian teachers and staff? *25%*

One of the teaching staff is part Indian. This 25% represents aides, clean up and cooks.

. What is the average length of time teachers have been at the school? Number of years of teaching experience?

Average 6 yrs - length of time
" 8 yrs - teaching experience

. How is Indian culture taught? by whom?

Social studies teacher and Aides (Ind.)

. Do staff need/want training in developing or adapting materials?

Yes - a knowledge of resources.

. What range of teaching approaches/methods are allowed, preferred, or required?

No administrative policies.
This is a very open area that allows teachers to proceed in the manner best suited to the individual.

. What equipment do classrooms have? Movable desks or tables? How many students to a class?

Movable desks and tables
Average class size 15.

. What influence do district or other higher office, and school board or parent groups, have on school program,goals, etc.?

The school board decides programs. However, parent impact has in the past had great influence.

. What would be the most feasible format for training?

Group participation. After school on four consecutive days

DEMONSTRATION SITE SURVEY

School: *Yreka HS/Jackson St/Etna HS* Type: *Small town near rural area* Location: *Siskiyou Co.*

I. Student Body

. How many students in school? *Yreka H.S. - 960, Jackson St. 585, Etna 316.*

How many in each grade?

. What tribe(s) or other ethnic groups are represented?

- Karuk Indians - Shasta Indians - small number of Indians from several different, non-local tribes

- Mexican-Americans

. Characterize students' home settings--

The majority of the Indian youngsters come from working class or low income families. Many of these families receive some sort of government support and/or rely on traditional economic activities (hunting and fishing) for some part of their livlihood.

. What is the average length of time each student spends at the school? (turn-over and drop-out rates?)

Drop-out rate for Indian youngsters exceeds 50%. Truancy is a consistant problem and most failure is associated with repeated absence from school.

. How much do students know about other regions, countries, cultures?

Indian youngsters and youngsters in the schools generally have very little real knowledge of other regions, countries and cultures. For many youngsters there is a fear of the unknown world beyond the home community. Others have a great desire to "escape" in order to see the exciting and little known world beyond the local community.

. What is average reading level compared to national averages?

Yreka H.S. Jackson St. Etna H.S.

Indian students in the 3 county region have reading scores appx. 3 points lower than non-Indian students.

. What extracurricular activities are available, and how much time do students spend on them?

Traditional sports and clubs are available. Drama in Yreka only. There is an Indian Club at Yreka H.S. but it is not very active currently. The emphasis is on competative interscholastic sports rather than on intramural or non-competative sports.

. What are the major factors or problems affecting student performance?

There is to some extent an anti-educational bias in the local community. Among Indian People this is coupled with a healthy distruct of the schools as one of the major socializing (i.e., anti-Indian) organization. This distruct was born of the blatant racism of the schools in the not too distant past. Today more people seem to be accepting the necessity of a high school education and/or vocational training.

II. School and regional resources

. school library: books on careers? *Yes*
Indian culture? *Limited*

accessible to students? *Accessible - but not used*

students have library skills? *A few*
Indian students generally have below-average library skills. This is probably true of non-Indian students as well.

. A-V equipment: types? *Yreka has all Jackson & Etna H.S. don't have video-*
condition? *average* *tape.*
source of materials?
school budgets

. Vocational training equipment: shops? *wood & metal/small engines @ Yreka*
other facilities? *no*
any school businesses? *no*

There is a work experience pgm at Yreka high and work study possibilities at all the schools.

. How far to town?
all schools in town

Means/degree of student access?
Many students ride the buses to and from school. This severely limits partic. in extra-curricular activities.

. Major industries or businesses? *logging and the lumber industry predominate. Ranching (hay and cattle) are a secondary industry. service (via interstate highway) and tourism are growing industries.*

. Ethnic mix in region?

predominantly white. Native Americans and Mexican Americans are the significant minority groups.

. Local attitude towards school and towards Indians?
Many students have a poor attitude toward school; they are just putting in the time, boredom is rampant. There remains in the area significant anti-Indian feeling. As the area becomes more sophisticated these racist attitudes become more subtle. Nevertheless Indian People continue to recognize many instances of racist attitudes whether hostile or benevolent in expression. benevolent=paternalistic
. Formal relationships or cooperation, if any?
This year TCIDC is working directly in and with the schools for the first time. Jackson St. School already has its own Title IV program. Other than this there is no formal co-operative relationships between the Indian Community and/or Indian Organizations and the schools

III. School Organization/structure

. What courses are required at which grades?

standard academic and vocational program

. what kinds of compensatory or remedial programs or classes are provided?

some

. What Career Education courses, materials, etc. are already available?

Etna H.S. : at present there is nothing being done or available in career education except indiv. career counselling with Indian youngsters through TCIDC's I.C.E. Program.
Yreka H.S.- career center and work experience program, no courses. career center is not being used much. I.C.E. scheduled for 2nd semester.

Jackson St. School:

. Does school have list of CE goals? *No*

. Which staff members are involved in CE? How did they become involved?

Counselors to a limited degree, some individual teachers at each school. There is no substantive committment to career ed. at any of the schools involved.

. What are the % of Indian teachers and staff?

Etna H.S. - two teachers have Indian blood but they do not identify & are not recognizable as Indians.
Yreka H.S. - Jackson St. School -

. What is the average length of time teachers have been at the school? Number of years of teaching experience?

. How is Indian culture taught? by whom?

Indian Culture is not taught in the schools except at the discretion of individual teachers. TCIDC's Johnson O'Malley pgm. has two cultural specialists who teach local (Karuk) culture outside of the schools.

. Do staff need/want training in developing or adapting materials?

They need training but most do not want training. There is generally poor recognition of the need for: 1) career education 2) inovative curriculum, 3) change.

. What range of teaching approaches/methods are allowed, preferred, or required?

Pretty much anything goes within the individual classroom as long as it is done professionally and does not create too much of a stir in the school or community.
Traditional methods are generally preferred.

. What equipment do classrooms have? Movable desks or tables? How many students to a class?

Standard equipment in all classrooms.

. What influence do district or other higher office, and school board or parent groups, have on school program,goals, etc.?

district officials with the support of the school boards set policy in terms of types of subjects, requirements, etc. teachers have control over how these courses are taught. paret groups have very little significance in terms of school program.

. What would be the most feasible format for training?

Workshop for teachers counsellors, community members, staff of local Indian education programs. Two consecutive days.

DEMONSTRATION SITE SURVEY

School: *Sherman Indian H. S.* Type: *BIA Boarding* Location: *Riverside CA*

I. Student Body

. How many students in school? *700*

How many in each grade? *9-205, 10-180, 11-165, 12-130*

. What tribe(s) or other ethnic groups are represented? *All Indian - almost every tribe in U.S. is represented, but most are southwestern, lower midwestern, or Californian. Most are full-blood*

. Characterize students' home settings-- *areas too rural to have a local high school, or kids whose parents are not satisfied with the education locally available.*

. What is the average length of time each student spends at the school? (turn-over and drop-out rates?) *Sherman is very insistent that students who come to Sherman complete HS there. This year, at least, everyone who applied, came, and they are all staying*

. How much do students know about other regions, countries, cultures?

Own homes and Riverside area

. What is average reading level compared to national averages?

Below

. What extracurricular activities are available, and how much time do students spend on them? *On-campus sports, dances, table games recreation centers open evenings, weekends*

. What are the major factors or problems affecting student performance?

Poor preparation, poor motivation, home sickness

II. School and regional resources

. school library: books on careers?
CE resources at school are now being catalogued Indian culture?
accessible to students? *free access* *Also access to public library*
students have library skills?

. A-V equipment: types?
condition? *Excellent*
source of materials?

. Vocational training equipment: shops? *well equipped typing labs, home ec. - good business cources*
other facilities? *shops*
any school businesses?

. How far to town? *close* Means/degree of student access? *bus*

. Major industries or businesses? *farming, some industry, varied small business of a middle sized town*

. Ethnic mix in region? *Anglo, Chicano, some black*

. Local attitude towards school and towards Indians? *Good relations with local public sch. dist.*

. Formal relationships or cooperation, if any? *School participates in ROP (regional occupational program) thru co. sch. office. Also kids are placed in internships thru CODE program and a student work program is run by the counselor's office.*

III. School Organization/structure

. What courses are required at which grades? *See student handbook*

. what kinds of compensatory or remedial programs or classes are provided?

. What Career Education courses, materials, etc. are already available?

ROP, CODE, etc. Large selection of materials, A-U, etc. Counselling. Vocational courses such as typing, that lead directly into jobs. No "CE" course at present.

. Does school have list of CE goals? *No*

. Which staff members are involved in CE? How did they become involved?

CE now under auspices of Mrs. Martin, head of Instructional Programming. Business teacher and counsellors run part time job placement programs.

. What are the % of Indian teachers and staff?

School has Indian aides, but no Indian teachers

. What is the average length of time teachers have been at the school? Number of years of teaching experience? *variable*

. How is Indian culture taught? by whom?

School holds Pow Wows and other cultural events, does not "teach" Indian culture

. Do staff need/want training in developing or adapting materials?

Several staff members are interested in learning NACE methods

. What range of teaching approaches/methods are allowed, preferred, or required? *School flexible on methods - some teachers very conservative but not most.*

. What equipment do classrooms have? Movable desks or tables?
25/1 How many students to a class? *Open/adjustable class spaces, teacher worry about privacy. Most academic class areas have chair/desk sets which are movable*

. What influence do district or other higher office, and school board or parent groups, have on school program,goals, etc.?

Each BIA school seems pretty independent - has own superintendent as well as principal. Relation w area office like that of a public school and State Dept. of Ed. School resists too much interference

. What would be the most feasible format for training? *4 - 2 hour sessions to be held after school.*

QUESTIONS FOR COMMUNITY MEMBERS PARTICIPATING IN NATIVE AMERICAN CAREER EDUCATION DEMONSTRATION PROJECT.

SUMMARY N = 16

1. How long have you lived in this region (months or years)?

		NoCA	SF	McD	Total
No answer	A)	1	0	0	1
1 month to 5 years	B)	1	4	0	5
6 years to 10 years	C)	0	0	1	1
11 years to 15 years	D)	0	0	0	0
16 years to 20+ years	E)	7	0	2	9

2. Do you have children

		NoCA	SF	McD	Total
yes	A)	7	2	2	11
no	B)	1	1	0	2
Ages:					
0 months to 1 year	A)	1	1	0	2
2 years to 5 years	B)	0	2	2	4
6 years to 10 years	C)	1	0	7	8
15 years to 20+ years	D)	15	0	4	19

3. Have you ever worked in a school?

		NoCA	SF	McD	Total
yes	A)	2	3	2	7
no	B)	4	1	1	6

What job?

Northern California

Counselor. H.S.V. Arcata, CA

San Francisco

Student Recruiter, Tutor, Career Counselor. Trip out with De Young Museum Art School.

McDermitt

Headstart Aide

4. Do you feel that the local school provides an appropriate and effective education for Indian students?

		NoCA	SF	McD	Total
yes	A)	1	1	1	3
no	B)	6	3	2	11

comment:

Northern California

I have no children in school - all are grown up. Need better communication with faculty in school system and Native American parents. Local school does not have any cultural classes for students. Schools are prejudice, some more than others.

San Francisco

Lack of communication between Indians and non-Indians. There is a lot of racism in the school program.

McDermitt

More restricted in some areas. We need changing some of our teachers/ been here too long.

5. What (if anything) do you think Indian students should be learning that they aren't now?

Northern Calfornia

(3) Native American history and culture K-8, K-12. Should be aware of which ways to go while in high school years. That they are just as capable of learning a career. Better study habits, more about Indian culture. Job training. Learning what jobs are available.

San Francisco

(2) Life coping skills. (1) How to feel good about receiving an education.

McDermitt

(3) More or new method of English.

What (if anything) should Indian students not have learned that they are required to take now?

Northern California

That they are "dumb and stupid" in comparison to others.

San Francisco

American History -- unless it is changed?

McDermitt

They should stay in school for full 8 hours-not 3 hours, including seniors.

6. How would you define Career Education?

		NoCA	SF	McD	Total
job training	A)	7	3	2	12
economic awareness	B)	3	3	3	9
job-finding skills	C)	6	3	3	12
work habits and other employment skills	D)	3	2	1	6
training for productive living, including use of leisure time	E)	8	3	3	14

other:

San Francisco

Ability to use resources.

7. Do you think Career Education could be valuable to students in your community?

		NoCA	SF	McD	Total
yes	A)	9	4	3	16
no	B)	0	0	0	0

8. How do you think Career Education should be presented?

		NoCA	SF	McD	Total
separate elective	A)	1	1	0	2
infused into school curriculum	B)	4	4	0	8
individual counseling	C)	5	1	0	6
work-study program	D)	1	2	3	6
job training after graduation	E)	5	1	1	7

other:

9. How relevant do you think school work is to a students' later career success?

		NoCA	SF	McD	Total
very	A)	5	1	0	6
somewhat	B)	2	3	1	6
not at our school	C)	0	0	2	2

10. Would you feel able to help plan a Career Education program?

		NoCA	SF	McD	Total
yes	A)	3	3	2	8
no	B)	5	1	1	7

If so, what training or experience has prepared you to do this?

<u>San Francisco</u>

Life experience
Manpower counselor
Rockefeller Museum Ed.

11. Who do you think should be responsible for education Indian students about Indian tribal or community government or culture?

		NoCA	SF	McD	Total
school	A)	2	3	2	7
Title IV or other projects	B)	3	2	2	7

		NoCA	SF	McD	Total
community or tribal centers	C)	8	3	3	14
family	D)	5	3	1	9

12. Is Indian culture taught at your school?

		NoCA	SF	McD	Total
yes	A)	0	4	0	4
no	B)	8	0	3	11

If so, by whom?

Northern California

We have our own cultural center at JOM.

Do non-Indian students participate?

	NoCA	SF	McD	Total
no	1	4	0	5

13. Do you teach about or refer to Indian culture and history at home?

		NoCA	SF	McD	Total
often	A)	6	3	2	11
sometimes	B)	2	1	1	4
never	C)	0	0	0	0

14. How do you think teachers should be prepared to present Indian cultural materials?

		NoCA	SF	McD	Total
college courses	A)	0	1	0	1
lectures by Indian community members and/or cultural experts	B)	7	4	3	14
inservice workshop	C)	3	2	3	8
books	D)	2	1	1	4

other (explain):

15. Does your school or district have a community based Indian parent group?

		NoCA	SF	McD	Total
yes	A)	8	1	3	12
no	B)	1	2	0	3

What?

Northern California

JOM Parent Group & Title IV (5)
ICE (1)

San Francisco

Parent Planning Committee

McDermitt

Indian Education Committee (3)

16. Have you had a chance to meet teachers or other staff at the school?

		NoCA	SF	McD	Total
yes	A)	6	3	3	12
no	B)	3	1	0	4

Have you had the opportunity to work with the school on any projects or other committees?

		NoCA	SF	McD	Total
yes	A)	2	1	2	5
no	B)	4	4	0	8

17. How would you rate the degree of contact and cooperation between your school and the Indian community?

		NoCA	SF	McD	Total
high	A)	0	0	0	0
moderate	B)	4	1	1	6
sporadic	C)	2	2	1	5
nonexistent	D)	1	1	1	3

What form (if any) does this cooperation take?

Northern California

Training students to different schools and dancing Indian way.

San Francisco

Teachers request, one shot visits to classrooms.

McDermitt

Prejudice from most of the teachers.

18. In your opinion, what is the local non-Indian attitude towards Indian people, and especially towards Indian students?

		NoCA	SF	McD	Total
positive	A)	0	0	0	0
neutral	B)	3	3	1	7
hostile	C)	3	0	0	3
snobbish	D)	3	1	1	5

other:

Northern California

Indifferent

San Francisco

Resistent

McDermitt

Prejudice

19. How do you feel this attitude affects student performance?

		NoCA	SF	McD	Total
helps	A)	0	0	0	0
no effect	B)	1	0	0	1
causes hostility	C)	3	2	2	7
causes poor self-image	D)	5	3	2	10

20. How much do you think most teachers at the school know about their Indian students?

		NoCA	SF	McD	Total
a lot	A)	1	0	0	1
some information	B)	1	1	1	3
sketchy	C)	4	2	1	7
it varies	D)	2	1	2	5

21. Would you like to learn more about Career Education for Indian students?

		NoCA	SF	McD	Total
yes	A)	7	4	3	14
no	B)	0	0	0	0
later	C)	0	0	0	0

22. Would you be interested in working with a group of other school staff members and Indian community to develop a Career Education program?

		NoCA	SF	McD	Total
yes	A)	6	2	2	10
no	B)	0	1	0	1
I'd like more information	C)	5	3	2	10

***

QUESTIONS FOR SCHOOL STAFF PARTICIPATING IN NATIVE AMERICAN CAREER EDUCATION DEMONSTRATION PROJECT

SUMMARY N = 39

	McD	NoCA	BIA	SF	Total
1. How long have you lived in this region?					
A) 0-2 yrs:	6	4	4	1	15
B) 3-5 yrs:	4	1	3	0	8
C) 6-10 yrs:	4	0	2	2	8
D) 11 or more:	2	0	3	3	8
2. How long have you held your present position?					
A) 0-2 yrs:	4	4	4	2	14
B) 3-5 yrs:	6	1	4	0	11
C) 6-10 yrs:	6	0	2	3	11
D 11 or more:	0	1	2	1	4
3. How long have you been working in education?					
A) 0-5 yrs:	2	3	0	2	7
B) 6-10 yrs:	6	2	2	2	12
C) 11-15 yrs:	4	1	6	1	12
D) 16 or more:	4	0	4	1	9
4. How many Indian students are in your class(es)?					
A) 1-30:	8	3	2	6	19
B) 31-60:	1	0	3	0	4
C) 61-80:	0	0	3	0	3
D) 81 or more:	6	2	4	0	12
5. Do you feel that your school's program provides an appropriate and effective education for Indian students?					
yes:	7	2	6	1	16
no:	6	4	7	2	19

Comment:

McDermitt

Not practical enough to their daily lives. The students below the 8th grade are not given any program on Indian culture. Not in respect to the fact that the students' don't accept it. The majority of the teachers here are sensitive to the temperment of the Indian students. Not entirely, we educate for graduates to enter community fields with clerical jobs -- but this is not typical of this community. We assure students will pursue business careers. Not always effective. We do provide education but we find many who are apathetic or reluctant to learn. It is strong

where basics are concerned. However, the standards and goals need to be revised.

Northern California

Though based on a very short time at both schools; and though there are culture classes. I already feel the majority of students are not benefiting from their educational experiences. The educational system does not provide an appropriate and effective education. They are given the same opportunity as others/which includes some study of local Indian culture.

BIA (Sherman)

Off reservation boarding school. School often feels that faculty members are not working toward the same goal. Students need much remedial work and training -- how to study. More work in oral participation, small classes, and 1-1 tutoring. Students are from so many different tribes that it is difficult to each them anything other than general areas, re Indians. Too much recreation. Not enough funding for education. We have just started our program in personal development and Business English. They will be appropriate next year.

San Francisco

This is a loaded question - a little too general. I believe there is no provisions or services for Indian students at Mission High. Varies from one dept. to the next. Depending upon teachers emphasis. General education in basic skills is adequate to good. Specified cultural and ethnic education is poor to adequate. Seems to be dearth of materials - no in general -- however, industrial teachers do excellent instructions.

6. What (if anything) do you think Indian students should be learning that they aren't now?

McDermitt

More crafts (arts) environmential studies. Related to ecology. Their Indian culture, history, and present day opportunity. Indian involvement and contribution in America's history. That the Indian is worthwhile and can contribute to society, too. How to get along with students who are non-Indian without racial comments. The ability to accept themselves as worthy individuals. Reading, writing, math, consumer education. More emphasis upon survival skills. Swimming. Strive for goals outside of reservation. Same goes for music for all grades K-12. Value of art; art education from K-8 and not waiting for high school year. More humanities. More about own culture and history. More about how valuable the individual is.

Northern California

How to relate cultural information and behavior to the school system (if possible) and how to make it work for them. Gaining a positive self-image about themselves at school and at accomplishing work. Practical knowledge of use in the world. How to cope with society and maintain cultural identity. Career education, reading, basic math.

BIA (Sherman)

Goal setting - building better self image. How to cope with real life situations and to adjust to different environment. Be more independent. More logic analysis, tools of furthering education, note taking, learning skills as well as knowledge. More to maintain their culture. Dependability and responsibility to self and parents to obtain maximum of what our institution has to offer. More value teaching would be helpful. Meeting time deadlines. Meeting the world and learning to work and live in it.

San Francisco

Self-awareness about their own culture, formally. History in elective area, perhaps music Awareness of community programs. Ways to preserve culture. Coping with family vs. outside involvement. Ethnic/cultural heritage. Indian students who are parents in need of career education. More historically and culture emphasis in art, music, religion, philosophy and geographical areas.

What (if anything) should Indian students not have to learn that they are required to take now?

McDermitt

Nothing. It all pertains to life.

Northern California

I'm interested in re-vamping the entire educational process - it's anti-life. School is poor experience for most every student.

BIA (Sherman)

Did not comment. None. Academic not prepared for; o.k. All required courses are applicable.

San Francisco

Not to be subjected to sterotyping and reinforced by T.V.

7. How would you define Career Education? (Check as many of the following as apply)

		McD	NoCA	BIA	SF	Total
job training	A)	12	5	11	3	31
economic awareness	B)	14	6	8	6	34
job-finding skills	C)	14	6	12	6	38
work habits and other employment skills	D)	0	6	11	6	23
training for productive living, including use of leisure time	E	16	5	11	6	38

other (explain)

McDermitt

Skills to earn a living without welfare help.

Northern California

Introduction to college/vocational school programs and financial aid programs. Being satisfied with work habits.

BIA (Sherman)

Social activities. Work first, play later after work is finished, which is the balance of life.

San Francisco

Self-awareness. Exploration of own values for what a personal student really wants to do.

8. Do you think Career Education could be valuable to your students?

		McD	NoCA	BIA	SF	Total
yes	A)	14	6	12	6	38
no	B)	2	0	0	0	2

9. How to you think Career Education should be presented?

		McD	NoCA	BIA	SF	Total
separate elective	A)	2	2	4	2	10
infused into school curriculum	B)	12	5	12	6	35

		McD	NoCA	BIA	SF	Total
individual counseling	C)	4	5	6	5	20
work-study program	D)	8	4	9	3	24
job training after graduation	E)	5	2	3	3	13

other (explain):

McDermitt

Hard to present because we have no labor market and opportunities to use. Outside resources are nil in our community. Little relevancy also.

10. Do you present information on careers or economic awareness as part of your job?

		McD	NoCA	BIA	SF	Total
often	A)	6	5	3	3	17
sometimes	B)	8	1	8	3	20
never	C)	1	0	0	0	1
not appropriate	D)	0	0	1	0	1

11. How relevant do you think the subject(s) you teach is/are to a student's later career success?

		McD	NoCA	BIA	SF	Total
very	A)	9	5	11	5	30
somewhat	B)	2	0	2	0	4
valuable for other reasons	C)	6	0	0	1	7

12. Would you feel able to teach Career Education if you had the chance?

		McD	NoCA	BIA	ST	Total
yes	A)	12	4	8	4	28
no	B)	3	1	3	1	8

If so, what training or experience has prepared you to do this?

McDermitt

Fourth and 5th graders were pilot programs in career education. The material and a knowledge of background in agriculture. Worked before becoming a teacher also MS degree work. College degree in English teaching. Far West Lab. consultant--career education teacher via satellite program. A short course four years ago. I hope to gain knowledge of library materials available. One year experience using available films, books, magazines to students (7). Have widely, varied work experience. Also have completed U.S. Government job training program. I have worked in various fields other than education.

Northern California

My preparation as a career counselor, as well as my work background in many fields (media/business/public relations). Not as a single subject. OJT & self training mainly. Some teaching and counseling experience (life experiences). Already do. Working in the business world --classes.

BIA (Sherman)

Preparing for own career. Had previous experience teaching in work studies program at Abilene High School, Abilene, Texas. Life experience mainly. 20 years in various businesses and business occupations -- training new employees. Teaching in industrial arts, as well as practical skills. Vocational and career guidance training/D.E. training/Business Ed./work experience. 35 years in U.S.A. Helped start the career education at Sherman.

San Francisco

EOC (?) workshop; working with CIC coordinator at our school for two years. Taught career education for 9th graders for several years. Attended workshop (2) at PHMS. Consumer Education Masters Degree. Infusing careers into 7th grade classroom now. With inservice and preparation. Expose to more equipment, resource materials; community resources.

13. What kind of background do you think would be most useful in preparing someone to teach Career Education?

		McD	NoCA	BIA	SF	Total
college courses	A)	6	3	6	1	70
broad work experiences	B)	10	6	10	6	32
inservice workshop	C)	13	5	7	6	31
self instructional guide with student materials	D)	5	3	4	2	14

other:

McDermitt

Some of each experience would help.

San Francisco

Observation classroom

14. Who do you think should be responsible for education Indian students about Indian tribal or community government and culture?

		McD	NoCA	BIA	SF	Total
school	A)	5	5	5	5	20
Title IV or other special projects	B)	0	5	0	5	10
community center or tribal government	C)	13	4	11	6	34
family	D)	9	5	7	5	26

15. Is information on Indian culture provided at your school?

		McD	NoCA	BIA	SF	Total
yes	A)	12	3	9	3	27
no	B)	4	0	2	2	8

If so, by whom?

McDermitt

Counselor (8) library; I have some classes in the regular curriculum. Social studies, others when appropriate. (12) individual teachers. Students themselves.

Northern California

JOM cultural classes, history teachers, Tri County Indian Development, Inc.

BIA (Sherman)

Reservation newspaper, speakers. Special courses and part of other subjects (as applicable). Indian literature and BIA History. Clubs on campus and through P.R.

San Francisco

(3) MCC and various departments. Depending upon teachers social studies; Art; Native American Instructor.

Can non-Indian students participate?

		McD	NoCA	BIA	SF	Total
yes	A)	9	2	1	4	16
no	B)	1	0	4	0	5

other:

McDermitt

The group we work with is reticent about sharing their culture.

Northern California

All students are required. They watch demonstrations. Everyone participates. Not to my knowledge.

BIA (Sherman)

(4) no comments. In club interaction. Not to my knowledge.

16. Do you ever teach or refer to Indian culture or history in your classes?

		McD	NoCA	BIA	SF	Total
often	A)	4	2	2	3	11
sometimes	B)	11	3	10	4	39
never	C)	0	0	0	0	0
not appropriate	D)	1	1	0	0	2

17. How do you think teachers should be prepared to present Indian cultural materials?

		McD	NoCA	BIA	SF	Total
college courses	A)	2	3	2	1	8
lecture by Indian community members and/or cultural experts	B)	12	6	10	6	34
inservice workshop	C)	13	5	8	6	32

		McD	NoCA	BIA	SF	Total
texts and instructional guides	D)	10	5	4	3	22

other (explain):

McDermitt

Getting to know tribe you are dealing with.

Northern California

Involvement with Indian cultural activities.

BIA (Sherman)

Visiting tribes on reservation, Indian centers. Read Book of Mormons.

San Francisco

Observation class or center

18. Does your school or district have a community-based Indian parent group in addition to the PTA?

		McD	NoCA	BIA	SF	Total
yes	A)	10	5	7	4	26
no	B)	3	1	3	1	8

If so, what is it?

McDermitt

(8) Indian Education Committee
Tribal Council

Northern California

(4) Title IV Group/TDIC several parent groupds (committee)

BIA (Sherman)

(8) Parent Advisory Committee and Indian School Board.

San Francisco

(2) District
(2) Title IV Part A

19. Have you had a chance to meet the parents of your Indian students?

		McD	NoCA	BIA	SF	Total
yes	A)	14	4	11	6	35
no	B)	2	2	1	0	5

Have you worked with Indian parents or community people on any projects?

		McD	NoCA	BIA	SF	Total
yes	A)	6	3	7	2	18
no	B)	9	3	4	4	19

20. How would you rate the degree of contact and cooperation between your school and the Indian community?

		McD	NoCA	BIA	SF	Total
high	A)	0	0	0	0	0
moderate	B)	6	4	6	4	20
sporadic	C)	8	2	4	2	16
nonexistent	D)	0	0	1	1	2

What form (if any) does this cooperation take?

McDermitt

Getting better. (2) helping out with functions - parent and teacher conferences. Dealing with students in trouble. Educational committee helps. Students community is fairly integrated--with parents full knowledge.

Northern California

Not sure yet at McKinleyville; at Del Norte has cultural advisor and created a good climate. When the community asks, special Federal programs are tried, or parent conferences. TCIDC cultural presentations. Resource people.

BIA (Sherman)

(2) school board/Parent Advisory Committee. Meeting with teachers and parent sought teach. Contact with parents limited to the administration. Quarterly visits to the school by PAC, at which time, small groups and individual meetings are held and problem areas are discussed. Visitation of groups when it seems feasible. Parent committees.

San Francisco

Especially when one includes Indians of central and south America. Parent conferences. Advisory Committee for Adult Education.

21. In your opinion, what is the local non-Indian attitude toward Indian people and especially towards Indian students?

		McD	NoCA	BIA	SF	Total
positive	A)	1	1	2	0	4
neutral	B)	5	3	6	5	19
hostile	C)	4	3	2	3	12
snobbish	D)	4	0	0	1	5

other:

McDermitt

Mixed: Paranoid

Northern California

Negative or non-existent

BIA (Sherman)

Not familiar with attitudes. Non understanding and varies.

How do you feel this attitude affects student performance?

		McD	NoCA	BIA	SF	Total
helps	A)	0	1	1	0	2
no effect	B)	1	2	4	1	8
causes hostility	C)	9	2	3	0	14
causes poor self-image	D)	8	4	7	5	24

22. How much information on the background of your Indian students do you have access to?

		McD	NoCA	BIA	SF	Total
comprehensive record	A)	2	2	3	1	8
some information	B)	5	3	4	4	16

		McD	NoCA	BIA	SF	Total
sketchy	C)	5	1	3	0	9
variable	D)	2	1	1	0	4

23. How much information is available to you about what other classes and activities your students are involved in now?

		McD	NoCA	BIA	SF	Total
goals and content of other classes	A)	1	4	2	4	11
class content and other school based activities	B)	4	3	2	3	12
class-titles only	C)	1	1	4	0	6
variable	D)	4	1	3	3	11

24. Would you like to learn more about Career Education for Indian students?

		McD	NoCA	BIA	SF	Total
yes	A)	13	4	12	6	35
no	B)	0	0	0	0	0
later	C)	2	1	0	0	3

25. Would you be interested in working with a group of other school staff members and Indian community members to develop a Career Education Program?

		McD	NoCA	BIA	SF	Total
yes	A)	6	4	3	1	14
no	B)	3	1	0	0	4
I'd like more information	C)	8	2	12	6	28

APPENDIX B:

PRODUCT EVALUATION DATA

- Summary of Career Education Checklist Responses (pre-test - Workshop) B-1
- Summary of (Workshop) Evaluation Questionnaire Responses B-6

CAREER EDUCATION FOR NATIVE AMERICANS--A CHECKLIST

SUMMARY N=52

You may know more about Career Education than you think--look at the following statements and check the phrases that correctly complete them. In some cases you may feel all the completions are right, and in some cases you may feel that none of them apply. Put a + in the spaces to indicate agreement, a - to indicate disagreement, and a ✓ mark if you chink the phrase is correct sometimes, but not always.

	✓	−	+	
1. A career	26	12	7	is the same thing as a job.
	12	0	31	influences the way you live.
	32	7	10	is full-time, paid, employment.
	13	9	26	is a life-time commitment.
2. Career Education	10	3	38	continues throughout life.
	18	26	1	requires the individual to make an early career choice.
	20	9	19	should be different for each individual.
3. Vocational Education	16	23	5	comes before Career Education.
	12	0	36	teaches specific job skills.
	19	24	3	is an alternative to Career Education.
4. Career Awareness	25	4	17	means understanding how the economic system works.
	18	16	11	means knowing the names of a lot of careers.
	14	5	25	should be taught in the primary grades.
	7	0	43	provides a foundation for more specific career information.
5. A Career Education Program	12	0	35	should involve parents and community members.
	23	16	13	is best carried out by a vocational school.
	17	1	31	is best carred out by a school in collaboration with busines/and industry.

		✓	−	+	
6.	Career Education activities	21	13	7	should take place in a special class.
		15	9	35	should continue from the primary grades through higher education.
		10	3	34	should be infused into subject classes.
		25	0	22	should take place in job settings.
7.	Counselors	7	0	45	should be involved in the Career Education program.
		24	11	7	should direct the Career Education program.
		12	20	10	should take over after students have completed career education.
8.	Career Education curricula	9	1	37	should include role models from both sexes and different ethnic groups.
		6	2	42	should deal with work values as well as information.
		13	28	2	should encourage students to look for high prestige jobs.
		18	16	11	should be developed by professionals.
9.	Most American schools	14	25	7	prepare students for the kinds of jobs now available.
		16	7	24	focus on preparing students for higher education.
		10	25	8	present equal career options for both sexes and all ethnic groups.
		16	5	25	tend to imply that academic education is "better" than vocational training.

		✓	−	+	
10.	The future job market	9	21	14	will be smaller than it is today.
		6	1	40	will include many jobs not in existence today.
		10	29	2	will probably be much like today's.
11.	A college education	16	9	20	is required for an increasing number of jobs.
		19	23	6	is necessary for a high-paying job.
		7	3	40	is required for certain professions.
		18	18	10	is most valuable when acquired early.
12.	Most students	16	9	9	would like help with career planning by eighth grade.
		9	35	2	feel they receive adequate career information and help.
		16	16	15	prefer to delay career choice until they reach maturity.
13.	Career Education activities	16	21	8	require a lot of extra time.
		11	35	2	require the purchase of expensive materials.
		7	40	0	distract from other subjects.
		14	6	29	requires cooperation of the whole school staff.

		✓	−	+	
14.	The best way to get career education to students is	15	19	9	require everyone to take a Career Education class in high school.
		24	9	13	to offer Career Education as an elective during the secondary year.
		9	3	34	to offer Career Education activities at various points from kindergarten through college.
		5	5	35	to develop a career education program tailored to local needs and resources.
15.	In traditional Indian societies, Career Education				
		8	18	16	was not available.
		14	4	29	was provided by parents and others as the child grew.
		9	31	3	was unnecessary, since there were no careers.
16.	Career Education should				
		19	2	24	make students into productive and motivated workers.
		15	2	33	teach students acceptable work habits and job behavior.
		15	0	33	help students understand how business are managed and what alternatives are possible.
17.	Indian students want to know				
		24	13	2	how to get off the reservation.
		24	8	11	how to make money while staying home.
		9	2	35	how to make a living without losing their culture.

		✓	−	+	
18.	Career Education for their children can help Indian communities	8	2	32	develop their own economic base.
		11	2	31	improve their standard of living.
		12	0	34	fill jobs that serve Indian with Indian workers.
19.	Career Education resources	9	4	34	comes from the community.
		13	1	33	comes from the school.
		13	2	28	comes from the teacher's ecperience.
20.	My knowledge of Career Education is	8	20	7	extensive.
		11	4	27	not as much as I need.
		10	12	12	greater than I thought.

WORKSHOP EVALUATION SUMMARY N=48

The purpose of this form is to give you, and us, a better idea about how you feel about Career Education for Native Americans now that you have completed the workshop. The following pages contain a number of statements. Please show the degree to which you agree or disagree with the statements by circling one of the numbers from one to five in the column at the right. If you circle 1 , it will mean that you definitely agree with the statement. If you circle 5 , it will mean that you don't believe that at all. A circled 3 means you are still making up your mind.

	Agree				Disagree
Example: This workshop was about Career Education	1	2	3	4	5

I. Native American Career Education Content

1. Career Education includes all the experiences through which one learns about and prepares to work as part of one's life.	35	9	4	0	0
2. A "career" includes a person's way of life, and may involve many "jobs" over the years.	41	4	1	1	1
3. Career Education should be the same for everyone.	3	1	4	4	36
4. Vocational Education may be an important part of Career Education.	33	9	9	2	1
5. The teaching of Career Awareness should be repeated in more detail at several times in the curriculum to provide a good foundation for other parts of Career Education.	27	12	9	0	0
6. "Infusion" into the entire curriculum is always the best way to implement Career Education.	8	10	17	4	10
7. Career Education program planning should include both school people and parents and community members.	44	3	1	1	0
8. The best Career Education materials stick to presenting information about jobs, only.	0	1	4	9	39
9. A Career Education program should be directed by the counselling staff or a Career Ed. specialist.	2	7	12	13	17
10. Career Education should teach students to accept the values of the business world.	4	9	10	6	12
11. A professionally developed Career Education program will be equally appropriate for any school.	3	2	9	7	27
12. Career Education should encourage students to go straight to college and prepare for professional careers.	0	0	7	1	38

	Agree 1	2	3	4	Disagr 5
13. Career Education materials should include as examples and role models workers of the same ethnic background(s) as the students.	21	12	11	4	3
14. Most students do not really want career information until they are finishing their educations and are ready to decide on further training.	4	3	8	11	23
15. A school that wants to implement Career Education should be prepared to make a considerable investment in time and resources.	22	11	10	3	2
16. "Career Education" for Indian students is a modern invention.	4	3	5	11	25
17. Career Education has the potential to help Indian students learn to make a good living without losing their cultural identity.	39	8	1	0	0
18. The Native American Career Education program should be linked to the economic development planning of the Indian tribe or community.	26	12	9	1	0
19. The students' own community can be an excellent source of Career Education resources.	35	10	3	1	0
20. The presentations of Career Education speakers should be spontaneous, without any special preparation.	1	1	9	6	30
21. Groups involved in Career Education planning need to develop their own interaction skills.	27	12	8	0	0
22. Several contemporary teaching methods are similar to traditional Indian learning styles.	30	12	4	1	1
23. Indian students tend to prefer self- or group-directed learning rather than teacher-directed.	15	20	13	4	2
24. Each of the "career clusters" can be related to one or more basic human needs.	35	7	5	0	1
25. Development of a comprehensive Career Education program will go through several stages and take a number of years.	29	13	5	0	1

APPENDIX C:

STUDENT EVALUATION DATA

- Objective/Item Key C-1
- Summary of Responses to Student Questionnaire -- Grades 7-8-9, McDermitt Combined School C-2
- Summary of Responses to Student Questionnaire -- Grades 10-11-12, McDermitt Combined School C-6
- Summary of Responses to Student Questionnaire -- Grade 12 (Mrs. Scott's Class) Sherman Indian High School C-10

Key to Relationships between Learner Outcome Objectives and Questionnaire Items

Learner Outcomes	Questionnaire Items*
1. Familiarity with career areas:	
a. training required	1, 2, 3
b. working conditions	4, 5, 14
c. rationale	6, 19b
2. Skill development:	
a. working with others	10
b. information gathering	not applicable
c. organizing activities	not applicable
3. Knowledge of Indian culture:	
a. traditional	12
b. contemporary	15, 17
4. Development of communication skills:	not applicable
5. Improvement in:	
a. self-concept	7, 9, 11
b. confidence with regard to careers	13, 8, 19a

* Items 16, 18, and 20 address areas not covered by the learner outcome statements

CAREER EDUCATION

Student Questionnaire Summary

Name: N = 52 Ethnic Group or tribe Indian - 34, non-Indian - 19

School: McDermitt Combined School Grade: 7-8-9

Male: 23 Female: 30

We would like to build a career education program that will help each of you to someday get the job you want. We can help you more if we know what information you already have about careers, what you want to learn, and how you feel. Your answers to these questions will help us.

This is not a test-- no one will grade your answers. Follow the directions and at least check or circle the answers you are sure about, even if you don't fill in the explanations. Do the best you can, and don't worry about being perfect!

Thank you.

---

1. What school subjects will help you most to earn a living?

   (Circle the letters)

   A English (24)
   B Math (25)
   C Social Studies (3)
   D Science (7)
   E Art (8)
   F Business or Voc. Ed. (19)
   G. Phys. Ed. (18)
   H. Other (6)

2. Check the spaces that apply--

	provides job training		you might go there	
	yes	no	yes	no
College or University	30	11	29	15
Community or Jr. College	24	14	18	23
Union training program	15	16	10	25
Businesses or industries	21	13	15	22
Trade schools	20	16	15	25
The U.S. Army, Navy, etc.	22	11	15	22
Correspondence courses	14	17	12	23

3. Check the boxes that apply--

	Very Much	Some-what	Not At all
Does your family want you to go to college?	13	29	6
Do you want to go to college?	20	22	10
Is your family interested in how you are doing at school?	40	9	0

4. Do you think your career will affect the way you live and where you live?

Very much	Somewhat	Not at all
12	22	13

How?_____

5. If someone gave you a list of new jobs that could be available in your area ten years from now, how would you use the information?

(Circle the letters that apply)

(5) A I'm moving, so it doesn't matter.
(12) B I would train for one of them.
(7) C I would open a business to supply the new people with things they need.
(33) D It would depend on what jobs.
(3) E Other_____

_____

6. Why do most people work?

(42) A they need the money.
(12) B they like the job situation.
(19) C they like the kind of work
(1) D family members work there
(5) E they have nothing else to do

7. Which of these jobs should men or women do? (check men, women, or both)

	Men	Women	Both
Teaching school	1	4	42
Running a school	20	2	31
Community leader	8	14	27
Preparing food	1	26	25
Selling things	5	12	36
Helping people	5	7	40
Army or police	19	2	32
Growing food or ranching	29	2	23
Making machinery	30	0	15
Arts or crafts	2	12	38
Working in an office	3	11	38
Running an office	13	3	36
Other:_____			

	Men	Women	Both
Outdoor work	31	0	20
Indoor work	1	29	21
Building houses	39	0	17
Decorating houses	3	29	17
Doctor	18	0	33
Nurse	0	37	15
Research scientist	10	4	37
Animal doctor	15	3	33
Driving a bus	12	0	38
Caring for kids	0	21	30
Repairing things	26	3	23
Laboratory tech.	12	3	35

8. Check the boxes which apply--

	Definitely	Maybe	Don't agree
I can get the job I want.	15	34	1
My sex will make it hard to get the job I would like.	3	14	32
I would rather work for someone of the same sex as I am.	10	19	19
My race or culture group will make it harder to get the job I want.	4	25	24
I would rather work for someone of the same race as I am.	7	15	27

9. Do you know what kinds of things you're interested in and good at? (Circle one)

A mostly (14)
B some things (28)
C not really (7)

10. How important are the following things in working well in a group?

	very	somewhat	a little	not at all
taking individual responsibility	24	13	12	0
accepting authority	21	19	8	1
getting along with other members of a group	23	11	6	0
knowing what things different people think are important	21	13	9	3

11. Do you think that how you feel about yourself will make a difference in how you plan your future? If so, how? _____

A definitely (11)
B somewhat (18)
C I don't know (13)
D Not at all (5)

12. Would you like to learn more about your own ethnic or cultural background? What kinds of things? _____

A a lot more (18)
B some more (15)
C I know enough (8)
D no (5)

13. Number, in order, the three things that would be most important to you in deciding on a job or career:

	1	2	3
A	18	6	4
B	6	4	5
C	4	16	13
D	5	9	9
E	2	5	8

___A your skills/abilities
___B whether you will have to leave home to get the job
___C how much the job pays
___D how interesting it is
___E working conditions

14. When you finish school, where would you like to live? (Circle one)

A city (17)
B small town (11)
C country (17)

15. Do you want to help your tribe or community? How would you do it? _____

A very much (13)
B somewhat (10)
C I don't know how (23)
D not important to me (15)

16. If you had the power to create four new kinds of job in your community, what jobs would you offer and why?

(24 different (jobs (listed)

1. _____
2. _____
3. _____
4. _____

17. Would you like to learn more about your community or tribal government?
What? _____
_____

A a lot more (5)
B some more (15)
C I know enough (12)
D no (13)

18. List as many jobs that are available in the following places as you can think of (use the back of the page if you need to):

(46 different (jobs (listed)

your own local community: _____
_____
your state: _____
_____
the rest of the country: _____
_____

19. Check those that apply--

	yes	not sure	no
do you know one or more jobs that you might like?	35	13	0
do you know what training you would need to do it?	22	24	3
have you ever met anyone with that job?	26	7	14

20. Which of the following career education activities have you done in the past semester? (Check the ones you have done)

group discussions 26
read about jobs 32
talked with counselor 18
field trip to a business 2
talked about careers while doing another activity 19
heard a speaker 26
simulated a job situation 9
experience in a real job setting 17

DPS:4/25/79

CAREER EDUCATION

Student Questionnaire Summary

Name: N = 28 Ethnic Group or tribe Indian - 19, non-Indian - 9

School: McDermitt Combined School Grade: 10, 11, 12

Male: 12 Female: 16

We would like to build a career education program that will help each of you to someday get the job you want. We can help you more if we know what information you already have about careers, what you want to learn, and how you feel. Your answers to these questions will help us.

This is not a test-- no one will grade your answers. Follow the directions and at least check or circle the answers you are sure about, even if you don't fill in the explanations. Do the best you can, and don't worry about being perfect!

Thank you.

---

1. What school subjects will help you most to earn a living?

   (Circle the letters)

   A English (15)
   B Math (12)
   C Social Studies (1)
   D Science (3)
   E Art (4)
   F Business or Voc. Ed. (14)
   G. Phys. Ed. (3)
   H. Other (5)

2. Check the spaces that apply--

	provides job training		you might go there	
	yes	no	yes	no
College or University	7	8	11	8
Community or Jr. College	12	1	7	7
Union training program	7	2	4	8
Businesses or industries	6	4	5	8
Trade schools	4	6	2	9
The U.S. Army, Navy, etc.	4	5	5	9
Correspondence courses	4	6	4	8

3. Check the boxes that apply--

	Very Much	Some-what	Not At all
Does your family want you to go to college?	10	10	6
Do you want to go to college?	4	14	10
Is your family interested in how you are doing at school?	14	7	5

4. Do you think your career will affect the way you live and where you live?

Very much	Somewhat	Not at all
11	8	8

How?_____

5. If someone gave you a list of new jobs that could be available in your area ten years from now, how would you use the information?

(Circle the letters that apply)

(1) A I'm moving, so it doesn't matter.
(8) B I would train for one of them.
(1) C I would open a business to supply the new people with things they need.
(15) D It would depend on what jobs.
(5) E Other_____

_____

6. Why do most people work?

(22) A they need the money.
(7) B they like the job situation.
(8) C they like the kind of work
(1) D family members work there
(2) E they have nothing else to do

7. Which of these jobs should men or women do? (check men, women, or both)

	Men	Women	Both
Teaching school	1	5	23
Running a school	9	2	16
Community leader	8	2	17
Preparing food	0	17	12
Selling things	1	5	21
Helping people	1	3	23
Army or police	8	2	21
Growing food or ranching	9	2	16
Making machinery	15	1	10
Arts or crafts	0	4	24
Working in an office	1	5	18
Running an office	5	3	18
Other:			

	Men	Women	Both
Outdoor work	9	1	17
Indoor work	0	10	17
Building houses	16	1	9
Decorating houses	1	14	11
Doctor	8	0	18
Nurse	0	17	9
Research scientist	5	0	21
Animal doctor	4	1	21
Driving a bus	4	2	20
Caring for kids	0	12	14
Repairing things	4	2	13
Laboratory tech.	4	0	22

8. Check the boxes which apply--

	Definitely	Maybe	Don't agree
I can get the job I want.	3	20	3
My sex will make it hard to get the job I would like.	4	15	8
I would rather work for someone of the same sex as I am.	3	14	9
My race or culture group will make it harder to get the job I want.	2	15	9
I would rather work for someone of the same race as I am.	3	12	12

9. Do you know what kinds of things you're interested in and good at? (Circle one)

A mostly (4)
B some things (16)
C not really (3)

10. How important are the following things in working well in a group?

	very	somewhat	a little	not at all
taking individual responsibility	13	7	3	3
accepting authority	9	11	4	0
getting along with other members of a group	16	5	3	1
knowing what things different people think are important	11	9	3	3

11. Do you think that how you feel about yourself will make a difference in how you plan your future?
If so, how? _____
_____

A definitely (12)
B somewhat (5)
C I don't know (9)
D Not at all (1)

12. Would you like to learn more about your own ethnic or cultural background?
What kinds of things? _____
_____

A a lot more (10)
B some more (5)
C I know enough (7)
D no (5)

13. Number, in order, the three things that would be most important to you in deciding on a job or career:

	1	2	3
A	5	3	3
B	0	0	0
C	3	3	4
D	4	1	0
E	0	4	3

___A your skills/abilities
___B whether you will have to leave home to get the job
___C how much the job pays
___D how interesting it is
___E working conditions

14. When you finish school, where would you like to live?
(Circle one)

A city (7)
B small town (8)
C country (10)

15. Do you want to help your tribe or community?
How would you do it? _____
_____
_____

A very much (10)
B somewhat (3)
C I don't know how (8)
D not important to me (3)

16. If you had the power to create four new kinds of job in your community, what jobs would you offer and why?

(11 jobs listed)

1. _____

2. _____

3. _____

4. _____

17. Would you like to learn more about your community or tribal government?
What? _____
_____

A a lot more (9)
B some more (4)
C I know enough (8)
D no (3)

(26 jobs listed)

18. List as many jobs that are available in the following places as you can think of (use the back of the page if you need to):

your own local community: _____

_____

your state: _____

_____

the rest of the country: _____

_____

19. Check those that apply--

	yes	not sure	no
do you know one or more jobs that you might like?	13	7	2
do you know what training you would need to do it?	11	8	3
have you ever met anyone with that job?	9	6	8

20. Which of the following career education activities have you done in the past semester? (Check the ones you have done)

group discussions 13
read about jobs 11
talked with counselor 9
field trip to a business 4
talked about careers while doing another activity 2
heard a speaker 6
simulated a job situation 4
experience in a real job setting 7

SHERMAN INDIAN SCHOOL
TOTAL TALLEY

DPS:4/25/79

Mrs. Laurine Scott's class

N=31

CAREER EDUCATION

Student Questionnaire

We would like to build a career education program that will help each of you to someday get the job you want. We can help you more if we know what information you already have about careers, what you want to learn, and how you feel. Your answers to these questions will help us.

This is not a test-- no one will grade your answers. Follow the directions and at least check or circle the answers you are sure about, even if you don't fill in the explanations. Do the best you can, and don't worry about being perfect!

Thank you.

---

1. What school subjects will help you most to earn a living?

   (Circle the letters)

A English	15
B Math	20
C Social Studies	2
D Science	7
E Art	2
F Business or Voc. Ed.	15
G. Phys. Ed.	7
H. Other	2

2. Check the spaces that apply--

	provides job training			you might go there	
	yes	no		yes	no
College or University	15	9		17	5
Community or Jr. College	13	5		20	4
Union training program	15	6		5	16
Businesses or industries	10	10		3	17
Trade schools	15	6		7	16
The U.S. Army, Navy, etc.	21	5		6	15
Correspondence courses	9	10		5	16

3. Check the boxes that apply--

	Very Much	Some-what	Not At all
Does your family want you to go to college?	14	15	1
Do you want to go to college?	14	16	2
Is your family interested in how you are doing at school?	28	2	1

4. Do you think your career will affect the way you live and where you live?

Very much	Somewhat	Not at all
14	9	6

How? _____

5. If someone gave you a list of new jobs that could be available in your area ten years from now, how would you use the information?

(Circle the letters that apply)

2	A	I'm moving, so it doesn't matter.
18	B	I would train for one of them.
2	C	I would open a business to supply the new people with things they need.
20	D	It would depend on what jobs.
1	E	Other _____

6. Why do most people work?

29	A	they need the money.
6	B	they like the job situation.
10	C	they like the kind of work
0	D	family members work there
4	E	they have nothing else to do

7. Which of these jobs should men or women do? (check men, women, or both)

	Men	Women	Both
Teaching school	1	1	28
Running a school	10	0	23
Community leader	6	2	26
Preparing food	0	12	17
Selling things	2	2	25
Helping people	0	2	27
Army or police	13	0	19
Growing food or ranching	15	0	13
Making machinery	19	1	7
Arts or crafts	0	2	26
Working in an office	1	7	19
Running an office	11	0	19
Other: _____	1	0	1

	Men	Women	Both
Outdoor work	12	0	17
Indoor work	1	14	16
Building houses	25	1	5
Decorating houses	2	15	16
Doctor	7	0	18
Nurse	0	17	14
Research scientist	6	1	24
Animal doctor	4	1	26
Driving a bus	7	0	25
Caring for kids	1	14	17
Repairing things	16	3	14
Laboratory tech.	5	0	25
	0	0	4

8. Check the boxes which apply--

	Definitely	Maybe	Don't agree
I can get the job I want.	7	23	1
My sex will make it hard to get the job I would like.	1	12	18
I would rather work for someone of the same sex as I am.	1	11	17
My race or culture group will make it harder to get the job I want.	2	14	13
I would rather work for someone of the same race as I am.	4	8	17

9. Do you know what kinds of things you're interested in and good at? (Circle one)

6 A mostly
16 B some things
6 C not really

10. How important are the following things in working well in a group?

	very	somewhat	a little	not at all
taking individual responsibility	17	9	4	0
accepting authority	12	14	4	0
getting along with other members of a group	25	2	4	0
knowing what things different people think are important	13	9	6	3

11. Do you think that how you feel about yourself w... make a difference in how you plan your future? If so, how? _____

9 A definitely
6 B somewhat
11 C I don't know
4 D Not at all
14

12. Would you like to learn more about your own ethr or cultural background? What kinds of things? _____

14 A a lot more
10 B some more
2 C I know enough
2 D no

13. Number, in order, the three things that would be most important to you in deciding on a job or career:

	1	2	3	4	5
A	18	0	2	0	3
B	2	1	3	3	4
C	4	6	10	0	2
D	3	10	1	7	0
E	1	5	6	3	3

___A your skills/abilities
_B whether you will have to leave home to get the job
_C how much the job pays
_D how interesting it is
_E working conditions

14. When you finish school, where would you like to live? (Circle one)

8 A city
10 B small town
11 C country

15. Do you want to help your tribe or community? How would you do it? _____

14 A very much
8 B somewhat
6 C I don't know how
0 D not important to me

16. If you had the power to create four new kinds of job in your community, what jobs would you offer and why?

1. _____ " " _____
2. _____ " " _____
3. _____ " " _____
4. _____ " " _____

17. Would you like to learn more about your community or tribal government?
What _____

19	A	a lot more
6	B	some more
2	C	I know enough
2	D	no

18. List as many jobs that are available in the following places as you can think of (use the back of the page if you need to):

your own local community: _____

_____

your state: _____ " " _____

_____

the rest of the country: _____ " " _____

_____

19. Check those that apply--

	yes	not sure	no
do you know one or more jobs that you might like?	24	5	1
do you know what training you would need to do it?	18	12	11
have you ever met anyone with that job?	20	2	9

20. Which of the following career education activities have you done in the past semester? (Check the ones you have done)

group discussions 5
read about jobs 15
talked with counselor 21
field trip to a business 6
talked about careers while doing another activity 7 8
heard a speaker 22
simulated a job situation 4
experience in a real job setting 8

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APPENDIX D:

DISSEMINATION MATERIALS

- Community Orientation Brochure D-1
- NACE Program Flier D-9
- Letters of Invitation D-13
- Articles D-15

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The Native American Career Education Program

SOME QUESTIONS AND ANSWERS....

WHAT IS NATIVE AMERICAN CAREER EDUCATION?

Once, all education was career education--kids grew up watching their parents at work. They wanted to learn because they knew they could use what they were taught.

Today it can be hard for students to see why they should study. But they may end up with jobs they don't like or no jobs at all, because they don't know what careers exist or how to get ready for them.

A new program, designed especially for Indian students, is now available. It is called Native American Career Education. Its purpose is to start Indian kids learning what they'll need to know to get the jobs they want and need.

If you want to know more about this program, read the rest of this booklet, or contact:

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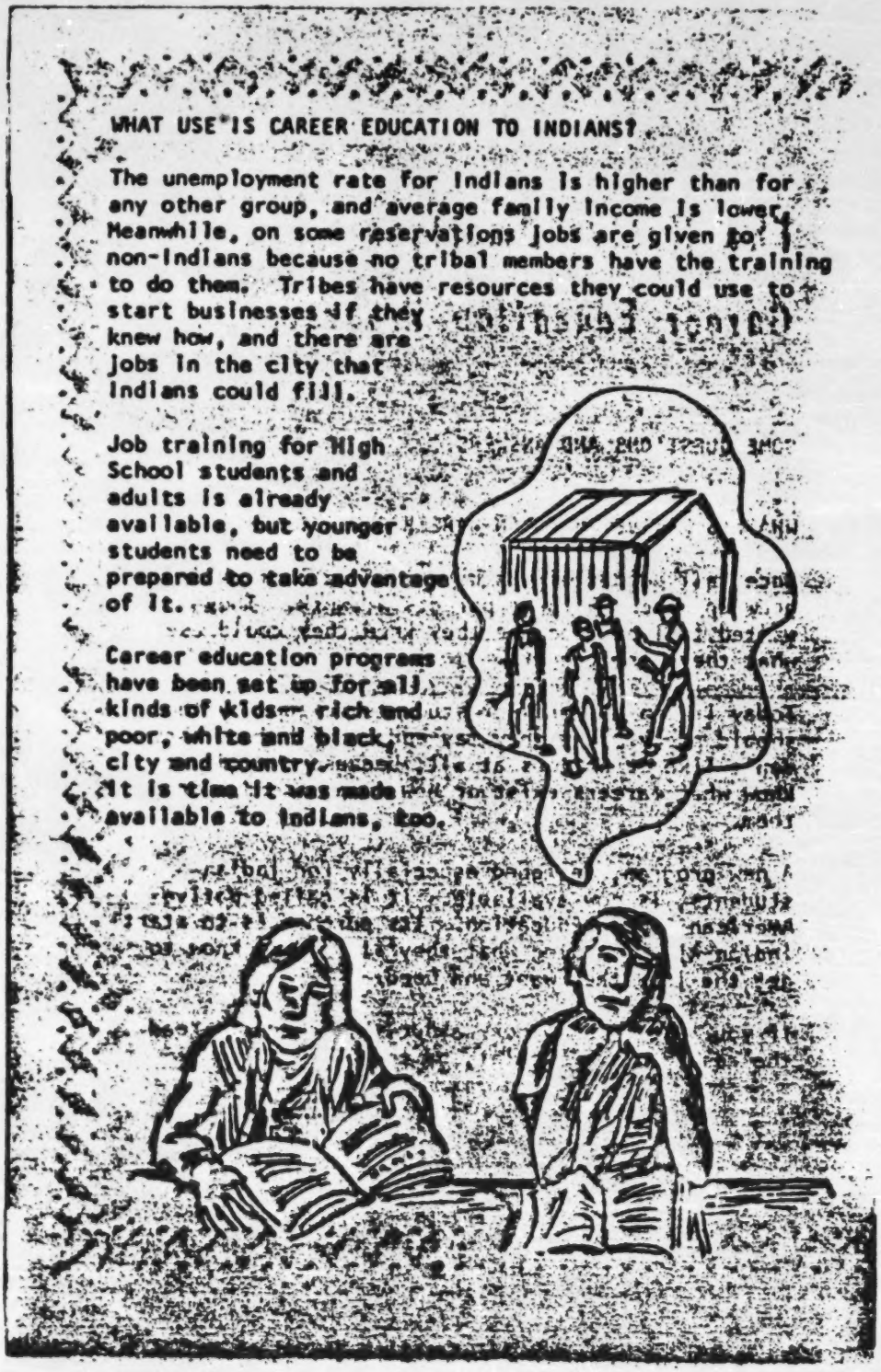
WHAT USE IS CAREER EDUCATION TO INDIANS?

The unemployment rate for Indians is higher than for any other group, and average family income is lower. Meanwhile, on some reservations jobs are given to non-Indians because no tribal members have the training to do them. Tribes have resources they could use to start businesses if they knew how, and there are jobs in the city that Indians could fill.

Job training for High School students and adults is already available, but younger students need to be prepared to take advantage of it.

Career education programs have been set up for all kinds of kids — rich and poor, white and black, city and country. It is time it was made available to Indians, too.



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WHAT'S IN THE PROGRAM?

The Native American Career Education program consists of twelve units. They fall into three groups: Awareness, Orientation, and Exploration.

Awareness units help students learn about why jobs exist, how different jobs fit together, and how they help the community. Each Orientation unit gives information about a different group of related jobs. Exploration units help students develop the skills to find out about jobs on their own.

Since these units were written especially for Indian students, many Indian examples and illustrations are used. These examples show people from many tribes, living on reservations or in the city. The good things about traditional Indian culture are described.

Students are given information about both traditional and urban ways of life so that they will not be forced to choose one or the other. Whichever they prefer, they are encouraged to keep their own Indian culture.

THE NATIVE AMERICAN CAREER EDUCATION UNITS

Awareness Units:

Cooperation prepares students for the rest of the units by using games and readings to show how groups of people can work together in school or on the job. The example is an urban Indian Health Center.

In *Part of the Whole World*, students put together a display which shows how different kinds of people all have to meet the same basic needs, and how all, especially Indians, have contributed to the world.

From Idea to Product teaches students how to figure out all the steps in making something, and how different steps in making one thing can become separate jobs. Students see the steps in making furniture, from tree to store.

In *The Community*, students find out how needs are met in their own community. They learn how businesses are started, and consider pros and cons of letting a new industry locate in an imaginary Indian community.

The Community in Transition follow the development of an imaginary Indian tribe from wandering hunters to people deciding how to develop their own reservation to show how and why jobs and tools may change as time goes on, and how people can change many of their ways and still keep their basic culture.

Orientation Units:

Putting Your Money to Work gives students exercises in managing money to meet family or small business needs, and tells about some careers that deal with money.

Living with the Land teaches students about how people use air, water, and the land itself to meet their needs, and about some careers of people that take care of these natural resources.

Working for the People tells about different kinds of government or organizations that do the same things for people, from the federal government to Indian tribes and urban centers, and the jobs of some of the people who work there.

Exploration Units:

Planning teaches students to plan for themselves, and to work with a group planning a project.

In *Putting it all Together*, each student learns how to find out about him or herself -- what he or she is like, and is good at -- and how to match personal characteristics with jobs from the 15 career clusters.

Getting Ready for Jobs talks about different kinds of jobs within a career area, and how the student can find out what training is needed for each one.

In *The Career Fair*, students use everything they have learned to find out about the jobs that interest them and present this information to others.

WHAT DO STUDENTS IN THE PROGRAM DO?

Native American Career Education units help make the regular school program better in two ways:

1. they help students see how the things they learn in school are used in real life, so they understand why they need to learn them, and
2. in doing the exercises in the units, they end up practicing the skills they have learned in other classes, like reading, writing, math, or crafts.

Student activities include reading and answering questions, educational games and research exercises. Students may also see educational films, listen to speakers, make things, work with other students to plan projects, and sometimes go on field trips.

The teacher's guide has suggestions on how to fit the materials to the needs of the students and use the resources of the community to make them more meaningful.

HOW CAN PARENTS AND COMMUNITY PEOPLE GET INVOLVED?

Students live in two worlds-- the world of home and the world of school. The closer these two can get together, the easier it will be for kids to learn. This is especially important when the subject is career education.

Indian parents and all community members are encouraged to participate in the Native American Career Education program. In fact, the program's success may depend on how willing they are to provide information about the community, about local career resources, and about future needs. They may do this by advising career education teachers. They may come into the classroom, or they may bring students into the community to see what the world of work is really like.

This program offers a unique opportunity for adults to participate in the education of their community's youth. They are encouraged to contact the address on the cover to learn how they can become involved.

Thank you.

WHERE DID THE PROGRAM COME FROM?

Many people have worked together to produce this program. Under a grant from the Office of Education, a mixed Indian and non-Indian professional staff at the Far West Laboratory for Educational Research and Development wrote the units.

When they were done, the units were reviewed by the project's Indian Education Advisory Committee and other experts in Indian education, and tried out at schools with Indian students in California, Arizona, Nevada, and South Dakota. The program has now been revised, and can be used wherever it is needed.

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103

The Native American

Career Education Program

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Far West Laboratory
for Educational Research and Development

introduces the

NATIVE AMERICAN CAREER EDUCATION PROJECT

Why is the program needed?

Indian parents want good jobs for their children. Indian students agree, but often drop out of school because they don't see how it will help. They don't know what jobs they might seek, or how to train for them. Although job training for senior high students and adults is available, younger students need special preparation. The Native American Career Education program hopes to help meet this need.

What is the program like?

The program includes twelve units for Indian students in grades 7, 8, and 9. They fall into three groups:

- **Awareness:** introduction to the cultural and economic context in which careers exist.
- **Orientation:** three sample career areas.
- **Exploration:** basic skills for finding out careers.

Concepts are illustrated by examples drawn from Indian life. Materials are designed to be adaptable to all tribes and school settings and can be incorporated into standard subject classes. A "Curriculum Guide" to the entire program comes with the set.

Each unit requires between two and six weeks of class time, but may be used simultaneously in several classes. Most student activities are conducted in small groups. Audio-visual and other resources are recommended but not required. Use of optional activities allows length and level of units to be adjusted to student needs and school constraints.

Training and support materials are available to help schools or projects plan and implement a Career Education program that may include but will not necessarily be limited to use of the units. These materials include the "Staff/Community Training Workshop" and "Implementing Career Education for Native American Students, A Guide."

Where did the program come from?

Materials were developed by a mixed Indian/non-Indian staff, following a survey of existing career education programs and needs assessment. They were reviewed by project's Indian Education Advisory Committee. Prototype materials were tested in schools serving different tribes and areas during the 1975-76 school year.

The project was supported by the Curriculum Development Branch of the Bureau of Occupational and Adult Education, U.S. Office of Education. Its affiliates include the State Departments of Education in Arizona, California, and Nevada, and the Indian Education Resources Center (BIA), Albuquerque, New Mexico.

Development of the training workshop and implementation guide was supported by funding from the Office of Career Education as a part of A Demonstration Project in Native American Career Education.

PROGRAM SUMMARY

THE STAFF/COMMUNITY TRAINING WORKSHOP

This workshop is divided into four two to three hour sessions which can be presented during the day or after school. It is intended for teachers, counselors, and other educational staff and for community members interested in working together to develop a Career Education program. Sessions cover Career Education content and resources, interaction skills, methods for selecting, adapting, or developing Career Education activities specifically for Native American students, and program development; and feature a variety of participant activities. Materials consist of a Participant's Handbook and a Coordinator's Manual.

IMPLEMENTING CAREER EDUCATION FOR NATIVE AMERICAN STUDENTS, A GUIDE

This guide is intended for individuals or groups who want to know how to initiate and manage the development of a Career Education program. It focuses on four stages in the 'growth' of a program: preparation, initiation, expansion, and maintenance/dissemination, and covers process, problems, and solutions for each. The guide includes a wealth of examples and advice on such topics as designing a pilot project, obtaining funding, formative evaluation, and dissemination, and features an extensive list of useful resources.

THE CURRICULUM GUIDE

The Guide serves as an introduction, overview, and resource for the Native American Career Education program as a whole. It is intended for use by teachers, administrators, community people, and others who are involved or considering involvement in the program. The Guide discusses career education as a discipline, the theoretical basis of this program, its goals and structure, content, themes and sequence, and unit format. It also deals with instructional and implementation strategies, and ways in which materials can be adapted to a given geographical and cultural setting. In addition, the Guide contains an informational brochure on the program which can be used as a master or a model, and an outline for a teacher orientation workshop.

AWARENESS LEVEL

COOPERATION

Purpose: to help Indian students develop cooperative group interaction skills, in particular, skills needed to resolve group conflicts, and to realize the importance of understanding people's values.

Summary: in this unit, students work together in small groups to talk, read, and think about cooperative group interaction skills. Activities include solving a puzzle, answering questions based on their own observations, and participating in a simulation exercise in which they play the roles of the staff of an Urban Indian Health Center. Students are also introduced to a technique for solving conflicts.

Subject Areas: Social Development, Health

Time to Use: 15-20 class hours

PART OF THE WHOLE WORLD

Purpose: to present the ideas that there are many cultures and ethnic groups in the world, each of which has made valuable contributions, that among these groups, American Indians have been notable, that each tribe has its own culture and achievements, and that each individual contributes as well. Students also learn that all human communities have to meet certain basic needs, that the way to meet them depends on their environment and culture, and that these ways of dealing with the world comprise their culture.

Summary: in this unit, students work together in small groups to gather information and produce materials for a class bulletin board or display. In order to gather this material, students do reading and library research, graphics, and reports.

Subject Areas: Social Science, Art

Time to Use: 25-30 class hours

FROM IDEA TO PRODUCT

Purpose: to help students understand the steps involved in making a product, and the basic similarity between these steps no matter whether the product is being created by a single person or by many people in interrelated jobs. This understanding forms the basis for a study of the relationship between economics and occupations and of the roles played by various occupations in fulfilling the community's needs.

Summary: students learn how to analyze processes by using a simple charting technique, which they apply to the process of building a cradleboard, in a traditional Indian setting, and then to the equivalent product, a playpen, in a technological setting. Information is presented through readings and slide-tapes (optional).

Related Subject Areas: Economics, Lumber and Furniture Industry, Woodworking

Time to Use: 14-20 class hours

THE COMMUNITY

Purpose: to help students understand the economic structure of their own community, similarities and differences between it and the economies of traditional Indian communities, and the implications of adding a new industry to a community.

Summary: students will read about traditional and contemporary Indian communities, answer questions about their economic structures, and prepare a report; design an economic map of their own community; participate in a simulation exercise in which they take the roles of community leaders. They will also learn how new businesses are started in a town.

Subject Areas: Economics, History, Government

Time to Use: 15-25 class hours

THE COMMUNITY IN TRANSITION

Purpose: to help students understand some of the principles which govern change while retaining essential cultural elements. The unit focuses on the changes and similarities by which basic needs are met at different historical periods, and their corresponding effects on lifestyles, roles and careers.

Summary: students follow an imaginary southwestern Indian tribe from the hunter/gatherer stage of development through an agricultural village, reservation near a small rural town, a large city, and finally planning for a new community. Activities include reading, mapwork, games, and a simulation exercise.

Subject Areas: History, Geography, Math, Transportation Industry

Time to Use: 15-30 class hours

ORIENTATION LEVEL

PUTTING YOUR MONEY TO WORK

Purpose: to help Indian students understand how to manage financial resources personally and in business, and to introduce them to financial careers.

Summary: students do exercises and small group activities in which they consider what money is and how it is used. They practice check-writing and balancing a budget; learn about the use and movement of cash, stock and other business assets; and the operations of banks and savings and loan companies.

Subject Areas: Math, Business

Time to Use: 15-25 class hours

LIVING WITH THE LAND

Purpose: to help students understand concepts involved in the management of natural resources, especially as they relate to traditional Indian values; to understand the relationship between basic needs, resources and waste disposal methods, and to become familiar with occupations in the area of environmental and natural resource management.

Summary: students read about basic ecological concepts and play a game which reinforces this learning, compare pictures of traditional and technological articles to see how needs are met and resources used and disposed of; read about environmentally directed careers, and consider their relevance to the solution of resource management problems facing Indian tribes.

Subject Areas: Life Sciences, Ecology

Time to Use: 15-30 class hours

WORKING FOR THE PEOPLE

Purpose: to help students understand the basic functions performed by government for the community and the areas of need it addresses, the organization and activities of federal, state, local and tribal governments and volunteer organizations, and introduce them to public service careers.

Summary: after an introductory consideration of the nature of government, students read about some traditional Indian styles of government, the three levels of American government and careers possibilities at each. They play a game which will help them organize what they have learned, and read about three contemporary tribal governments, urban Indian centers, and Indian organizations. The final activity is a simulation exercise in which students take the parts of people from various agencies and organizations who must recommend action on Indian government to Congress. An on-going activity is the preparation of a display of relevant newspaper articles.

Subject Areas: Government, Law

Time to Use: 15-30 class hours

EXPLORATION LEVEL

PLANNING

Purpose: to introduce the concept of planning and help students see its use in their daily lives and future development.

Summary: students define their own interests, then consider which of their activities require planning. Planning is learned by using a five-step process. Students also learn ways to overcome obstacles, group planning and decision-making. During the unit, students keep a journal of their ideas and reactions.

Subject Areas: Composition, Math

Time to Use: 10-15 class hours

PUTTING IT ALL TOGETHER

Purpose: to introduce students to the concept of career clusters and help them consider how their own interests, values, and aptitudes relate to career choice.

Summary: students learn about the 15 basic career clusters and compare the jobs people do to meet basic needs in a traditional and a technological setting. Through a class project, they learn how people with different jobs and skills work together to create a product. They describe and demonstrate their own interests and aptitudes, learn about those of others, and consider who these qualities affect peoples' lifestyles and career choice.

Subject Areas: Social Development, Economics, Crafts

Time to Use: 15-25 class hours

GETTING READY FOR JOBS

Purpose: to acquaint students with educational and training requirements for different jobs, and teach them to interpret want ads.

Summary: in this unit, students are re-introduced to career clusters and learn how jobs can be divided up according to the amount and kind of training required. They play games, manipulate data on educational requirements for different jobs, and relate this information to their own career plans. They study "want ads" in real and imaginary newspapers and match jobs with descriptions of people. Midlife career changes and the personal needs and values that affect them are also considered.

Subject Areas: English, Math

Time to Use: 10-20 class hours

THE CAREER FAIR

Purpose: to help students review and apply the knowledge gained in the preceding eleven units.

Summary: after discussing concepts dealt with in previous units, students plan, prepare, conduct, and evaluate a Career Fair for other students or community members.

Subject Areas: English, Crafts

Time to Use: 10-15 class hours

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National Teaching Systems was formed nearly a decade ago, by a group of educators. It specializes in publication and marketing of advanced educational systems and ideas with a limited but specific sales potential. This ability provides an ideal service for educational research organizations such as Far West Laboratory for Educational Research and Development whose products may not address a large enough market to generate commercial appeal, yet provide a vital resource for the educational community.

PRICE LIST

Titles:	Price
INDIVIDUAL BOOK PRICE	$ 6.00
COMPLETE SET (12 BOOKS) [A copy of the "Native American Career Education, A Curriculum Guide" will be included free of charge upon purchase of a complete set.]	72.00
NATIVE AMERICAN CAREER EDUCATION, A CURRICULUM GUIDE	6.00
UNIT I: CAREER AWARENESS Cooperation Part of the Whole World From Idea to Product The Community The Community in Transition	$ 30.00
UNIT II: CAREER ORIENTATION Putting Your Money to Work Living with the Land Working for the People	$ 18.00
UNIT III: CAREER EXPLORATION Planning Putting It All Together Getting Ready for Jobs The Career Fair	$ 24.00

THE STAFF/COMMUNITY TRAINING WORKSHOP:

The Coordinator's Manual	$6.00
The Participant's Handbook (one for each participant)	$6.00
Sets of transparencies are available by arrangement	

UNITS CAN BE OBTAINED BY WRITING TO:

NATIONAL TEACHING SYSTEMS, INC.
1137 Broadway, Seaside, California 93955

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

January 17, 1979

We are happy to invite you to participate in the Career Education Workshop to be held at Far West Laboratory, The Center for Educational Development at 15th and Folsom, February 13 and 14, 1979.

The Workshop will cover career education content and goals, school/community cooperation, adapting career education materials for Native American students in a multi-ethnic classroom, and career education program development.

It will consist of four sessions, lasting from 9:30 a.m. to 3:30 p.m., Tuesday, February 13, and Wednesday, February 14.

Two units of credit from San Jose State will be available for those who complete the Workshop and turn in a report on their career education activities during the subsequent semester.

Parking is available behind the Center, which is located within easy walking distance of the 16th Street BART Station and Mission Street Bus Lines. When you arrive, the security person at the desk in the lobby will direct you to the meeting room.

We will look forward to seeing you. If you have any questions, please call 565-3284.

Sincerely,

Diana P. Studebaker

Diana P. Studebaker
Project Coordinator

Diana L. Celestine

Diana L. Celestine
Intern

DPS/DLC/cb

1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103 · (415) 565-3000

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

April 25, 1979

During the current school year the Native American Career Education project at Far West Laboratory has been working with educational staff and Indian community members at four sites to initiate career education programs for Native American students. One of these sites has been McDermitt Combined School in McDermitt, Nevada.

On Monday, May 14th, we will be holding an open meeting at the Humboldt County School District offices, located in Winnemucca Jr. High School at 4th and Rinehart in Winnemucca. This meeting will take place from 1:30 to 4:30 p.m.

The purpose of the meeting will be to describe ways in which career education can benefit Native American students; to report on how developing a career education program has ben approached at McDermitt, what other strategies are possible, and how other schools can learn to implement them; and to discuss possibilities for regional cooperation in sharing of ideas and resources in Native American Career Education.

We hope you will be able to attend this meeting. If you cannot come yourself, please ask someone else from your school or community to represent you. We'll look forward to meeting you.

Sincerely,

Diana P. Studebaker
Project Coordinator
(415) 565-3284

DPS/mars

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THE RURAL CONNECTION

VOLUME 1 NO. 3
NOVEMBER 1978

CAREER EDUCATION FOR NATIVE AMERICANS

"How do you teach Indian kids about the variety of careers they could choose in a town that consists of eight bars and a gas station?"

This question from a teacher involved in testing the Native American Career Education Program is only too typical. For the many Native Americans who live on or near reservations, career education and vocational training are crucial needs. Their schools face an extreme version of the problems encountered in other rural areas. In addition young Indians often fear that if they learn how to "make it" in the dominant society they will lose their own unique heritage.

Far West Laboratory's Native American Career Education Program has made a start at dealing with these problems by developing twelve units in career awareness, orientation, and exploration and a *Curriculum Guide*. The units are targeted towards an important age group and one which has received comparatively little attention—junior high school students. They can, however, be easily adapted for use in higher grades.

The titles of these units are:

Career Awareness
- *Part of the World*
- *Cooperation*
- *From Idea to Product*
- *The Community*
- *The Community in Transition*

Career Orientation
- *Putting Your Money to Work*
- *Living with the Land*
- *Working for the People*

Career Exploration
- *Planning*
- *Putting It All Together*
- *Getting Ready for Jobs*
- *The Career Fair*

These units can be used in a variety of educational settings, and incorporated into the school program in a variety of ways. They feature small-group activities, and utilize a comparative cultures approach. These will enable teachers and students to identify common features in contemporary ways of meeting basic needs and in their own ethnic origins. Individual units consist of teacher directions and masters for student worksheets.

The program was pilot tested in a variety of schools in the west and southwest and is now available for $5.00 per unit from National Teaching Systems, 1137 Broadway, Seaside, CA 93955.

Far West is now developing teacher/community training materials and an *Implementation Guide* to help schools get the program going. For further information on materials or workshops, contact Diana Studebaker, Far West Laboratory, 1855 Folsom Street, San Francisco CA 94103.

Career Education For Native Americans

The Far West Laboratory for Educational Research and Development has begun working with four schools and Indian communities to promote career awareness to this special population. The sites, though quite different, are typical of the settings in which Indian children are educated: boarding schools, rural reservation schools, small-town schools, and urban school districts.

The boarding school in Riverside, California—Sherman—is one of the oldest run by the Bureau of Indian Affairs, although its current plant is brand-new.

Sherman serves students from almost every tribe. The distance between the school and the students' homes makes it difficult to involve the Indian community, but the school has the advantage of being in a medium-sized city that offers many opportunities for work experience.

Career education is a new idea for many staff members, and developing a program that can be used by students at Sherman now and be useful in the future (on or off the reservation) presents a challenge.

At the McDermitt Combined School, near the Ft. McDermitt reservation (Nevada/Oregon border), the question is how to help the Indian majority and the non-Indian minority in an area with limited economic resources. The school and the Indian community are just beginning to learn to work together.

Although there are very few businesses around the reservation, many students are reluctant to leave the area for a job or training, fearing that if they do they will no longer be accepted by their own community. The school hopes to infuse career education into subject classes and try to bridge the gap between the school, the community, and the world of work.

The area round the town of Yreka, on the California/Oregon border, is in some ways similar to McDermitt. Here, however, the town is larger and the proportion of Indian students in the schools is less. Local Indian community life focuses on the Yreka Indian Center, where the Tri-County Indian Development Council (an Indian organization serving three counties) runs several programs.

Tri-County's Indian Career Education Project is working with Far West Lab to develop career education activities at the center, while continuing to work for acceptance in the local schools.

San Francisco has one of the largest populations of urban Indians in the U.S. (almost half of American Indians now live in cities), but Indian students are scattered throughout many schools in the unified school district. One problem here is getting enough Indian students together in one place to run a special program for them. Another is finding ways to serve students from many tribes and backgrounds.

One of the major concerns of all the Indian students and communities is how to develop economically without losing cultural identity. Therefore, Far West's approach to career education must relate contemporary careers to traditional Indian culture. Because most Indian students are taught in multi-tribal or multi-cultural settings (even on a reservation there are usually some non-Indian students), by non-Indian teachers the approach must necessarily be cross-cultural.

In staff/community training workshops, school people and community work together to learn methods for presenting career education in the context of the cultural backgrounds of both students and teachers, to practice developing career education activities using local resources, and to begin planning development of a comprehensive career education program.

At the end of the project, staff will put together an *Implementation Guide* that uses the experiences of the four demonstration schools to identify some basic steps and procedures involved in starting a career education program. The *Guide* will also draw on other projects that have addressed the career education needs of special populations for ideas on how to design and implement such a program.

The Native American Career Education units are currently being implemented as part of the curricula at the project sites. After revisions, the units will be available for dissemination.

Details: Dr. Bela H. Banathy, Far West Lab, 1855 Folsom Street, San Francisco, CA 94103.